DOCUMENT RESUME

ED 218 732 EA 014 743

AUTHOR	Heddinger, Fred M.; Oravitz, Joseph V.
TITLE	SMART: School Management Appraisal Rating Technique. A Compensation and Performance Appraisal Plan for School Administrators. Revised.
INSTITUTION	Pennsylvania School Boards Association, Inc., Harrisburg.
PUB DATE	82
NOTE	69p.; Some figures ("exhibits") may reproduce poorly due to small print of original document. For a related document, see ED 083 729.
AVAILABLE FROM	Publications, Pennsylvania School Boards Association, 412 North Second Street, Harrisburg, PA 17101 ($4.00; orders of $10.00 and under prepaid; quantity discounts).
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Administrative Organization; *Administrator Evaluation; Administrator Responsibility; *Administrators; Board of Education Policy; *Compensation (Remuneration); Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Graphs; Job Performance; Occupational Information; Records (Forms); *Salaries; Tables (Data)
IDENTIFIERS	*Pennsylvania

ABSTRACT

A 1982 revision of a 1972 publication, this handbook aims to provide a process that school boards can use to evaluate management performance and set administrator salary and compensation schedules. Following a brief introduction, the first two sections note the problem of public criticism of school administrator salaries and review several suggested formulas for setting administrative salaries. The third section outlines the School Management Appraisal Rating Technique (SMART) plan. SMART is a multistep process, using evaluation teams and rating scales, that includes administrative position descriptions, an organization chart, determination of each position's level of responsibility and salary range, job performance appraisal criteria, and board-established management objectives. Sample forms and scales are depicted. Guidelines for developing superintendent compensation plans are presented in the fourth section, while the fifth section reviews compensation plans in three Pennsylvania districts: West Chester Area School District, Saucon Valley School District, and Colonial Northampton Intermediate Unit. Twenty-four graphs in the final section provide statewide data on school managers' salaries. (Author/RW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

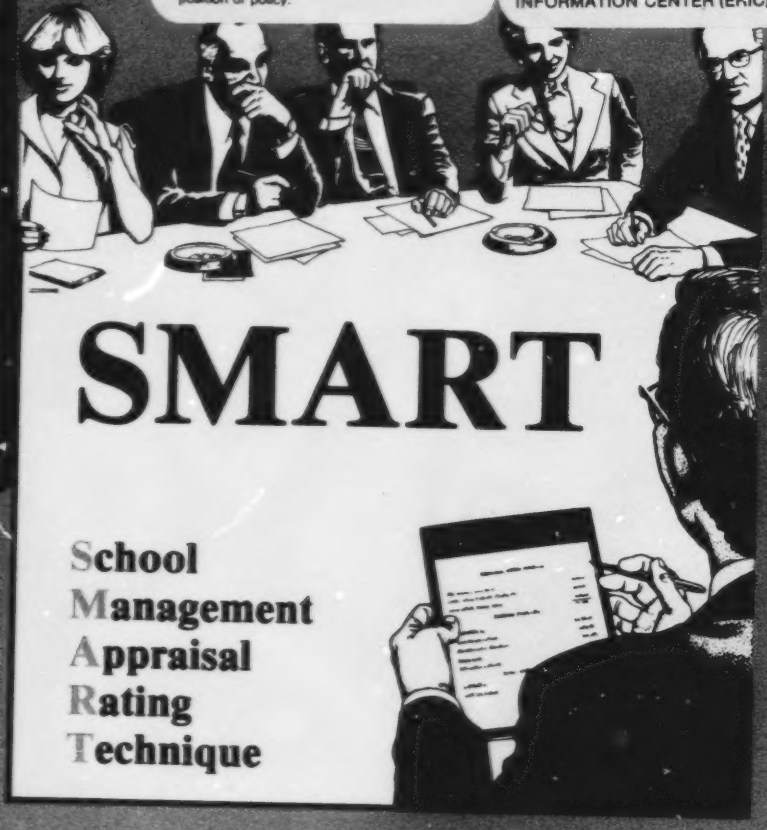
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Nicholas L. Goble

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED218732



SMART

School
Management
Appraisal
Rating
Technique

EA 014 743

A Compensation and Performance Appraisal Plan for School Administrators

Published by the
Pennsylvania School Boards Association

Published by the
Pennsylvania School Boards Association
412 N. Second Street
Harrisburg, PA 17101

Copyright 1972
Pennsylvania School Boards Association
All rights reserved
Reprinted and revised 1982

CONTENTS

INTRODUCTION 1

ADMINISTRATIVE SALARIES STILL FOCUS OF PUBLIC CRITICISM 3

RATIONAL APPROACH TO EVALUATION NEEDED FOR SCHOOL LEADERSHIP 7

THE SMART PLAN IS ONE POSSIBLE ANSWER 13

DEVELOPING A COMPENSATION PLAN FOR THE SUPERINTENDENT 31

COMPENSATION PLANS REVIEWED IN THREE PENNSYLVANIA DISTRICTS 35

- West Chester School District
- Saucon Valley School District
- Colonial Northampton Intermediate Unit

REALISTIC STANDARDS NEEDED FOR EQUITABLE COMPENSATION 51

EXHIBITS

(1) Pennsylvania Association of Secondary School Principals' Suggested Formula Approach to Salary Determinations 8
(2) Relationship of Position Values to Responsibility Levels 10
(3) Derivation of a Compensation Index for Determining Base Salaries of Administrators 11
(4) SMART* Performance and Advancement Organization Chart 16
(5) SMART* Position Description 19
(6) SMART* Position Evaluation Form 20
(7) SMART* Performance Appraisal 23
(8) Policy Guides for Pennsylvania Schools 27
(9) Percent Distribution of Length of Work Year for Selected Professional Personnel in all Reporting School Systems, 1980-81 53
(10) Dollar Growth in Average Annual Salaries (1970-71 to 1980-81) 55
(11) Percentage Growth in Average Annual Salaries (1970-71 to 1980-81) 55
(12) Average Annual Salaries, Chief School Administrator 56
(13) Average Annual Salaries, Administrative Assistant 57
(14) Average Annual Salaries, Secondary Principal 57
(15) Average Annual Salaries, Elementary Principal 58
(16) Dollar and Percentage Growth of Annual Salaries (1970-71 to 1980-81) 58
(17) Comparative Relationship of Selected Positions, Average Annual Salary 59
(18) IU Executive Director — 27 positions reported 59
(19) IU Assistant Executive Director — 48 positions reported 59
(20) District Superintendent — 481 positions reported 60
(21) Assistant District Superintendent — 181 positions reported 60
(22) Administrative Assistant — 260 positions reported 61
(23) Secondary Principal — 1,034 positions reported 61
(24) Assistant or Vice Secondary Principal — 1,094 positions reported 62
(25) Elementary Principal — 1,587 positions reported 62
(26) Assistant or Vice Elementary Principal — 123 positions reported 63
(27) Combined Elementary Secondary Principal — 112 positions reported 63
(28) Assistant or Vice Combined Elementary-Secondary Principal — 44 positions reported 64

(29) Assistant to the Superintendent in Charge of Instruction — 36 positions reported 64
(30) Assistant to the Superintendent in Charge of Business Affairs — 29 positions reported 65
(31) Business Manager — 106 positions reported 65
(32) Total Administrative-Supervisory Staff — 7,066 positions reported 66
(33) Classroom Teachers and All Other Bargaining Unit Personnel — 107,587 positions reported 66

Introduction

The SMART (School Management Appraisal and Rating Technique) guidebook was first introduced in 1972 by the Pennsylvania School Boards Association in an attempt to provide a rational plan and process that school boards could use to evaluate management performance and set salary and compensation schedules for administrators.

Author **Fred M. Heddinger,** PSBA executive director, noted in his opening comments in 1971:

"Historically, evaluation and the corresponding compensation for administrative salaries have been tied directly to teacher salaries. In addition, the data and various comparisons in the guidebook seem to logically conclude that school administrators have a work schedule at least equal to, or greater than, their counterparts in industry. For comparable responsibilities, industrial counterparts of school management in higher levels of management are probably better paid. Consequently, education is now confronted with the clear reality of finding a more acceptable method of valuing various school management positions and paying for these responsibilities accordingly."

SMART is not intended to be the final answer to education management evaluation. It is, however, simple and rational in its design and application. We encourage its examination and trust it may be a starting point for indepth discussion, study and analysis toward a more effective and logical system of appraising the art of school management.

A great deal of additional work has been accomplished on this subject since the first printing of the SMART plan.

PSBA has published an annual review of administrator salaries at the local level in its weekly *Information Legislative Service.* Numerous regional workshops were held with board members and administrators to develop compensation plans, and PSBA staff members have had personal consultations with individual boards and their administrators.

Much of this follow-up work has been completed by PSBA's Director of Management and Research Services **Joseph V. Oravitz.** His background and understanding of school board operation, governance issues, collective bargaining and administration have been used to further develop the SMART approach for public schools. The current revision of SMART is a result of this effort.

About the authors

Fred M. Heddinger, named PSBA executive director in 1969, retired from that position effective June, 1982. In his 13 years as executive director, the association's annual operating budget activities have increased from about $225,000 to almost $2 million.

The association acquired new headquarters in 1971, and doubled the size of its present headquarters in 1977, both on a "pay-as-you-go" basis. The PSBA Insurance Trust and the ALPHA Health Care Plan, which have resulted in cost savings of millions of dollars to school districts each year, were developed under his direction.

Heddinger was a school director for 18 years in Wilkinsburg. He was an executive with Westinghouse until 1964 when he formed Pennsylvania Electronics Technology, Inc. a manufacturing firm.

He is a past president of PSBA and the National Association of Executives of State School Boards Associations, and in 1979 received the grand award for management achievement from the American Society of Association Executives.

Joseph V. Oravitz, director of management and research services since 1970, is responsible for the development of PSBA management inservice training efforts, the organization and implementation of PSBA computerized information systems, and the overall director of PSBA field services programs. Field services includes personalized assistance to local school districts in the areas of collective bargaining, policy development and school board operations.

Oravitz assisted in the original SMART plan development and is regarded as an authority on the development and implementation of school management compensation plans. He is a former teacher, department chairman and school business administrator, and the author of several articles on school management and school board leadership. He is a past president of Central Pennsylvania School Business Officials, and a former member of the Governor's Citizens Commission on Basic Education.

Oravitz was elected by the PSBA Executive Board to succeed Fred Heddinger as executive director in November, 1981. He assumed his new duties June 30, 1982. ■

Administrative Salaries Still Focus of Public Criticism

PSBA takes steps to eliminate the traditional index salary schedule for administrators and develop new equitable compensation plans.

The past 10 years have brought sharp evidence of changed attitudes by the taxpaying public regarding salaries paid to educators and administrators.

Whereas at one time, speaking out against salaries for educators was somewhat akin to speaking out against the flag and motherhood, public sentiment has undergone an about-face. Salaries for educators and other school employes have greatly changed during the past decade. Educators, and school employes generally, are no longer considered underpaid by the general public as compared to other fields of endeavor.

Rampant teacher strikes during the past 10 years have also had their effect on public attitudes, and public resentment is still building against education generally. But one area still remains the target of sharp newspaper articles, critical public attitude surveys, and misdirected political attack. The salaries paid to school superintendents, school principals, and other school management personnel — as well as those paid teachers — have come under criticism and attack.

School boards have become increasingly troubled by this criticism. In addition, they have been caught in a dilemma which resulted from the practices of the National Education Association (NEA). For many years, NEA nurtured and advanced a single salary schedule: a method of paying all educators on a uniform basis, varying only for college credits and degrees earned (and years of service) without regard to individual ability and performance. Thus, the poorest and the best under such an arrangement are paid identical salaries for equal academic credentials.

Some years ago, an index salary scale had been arduously advanced by NEA. This index salary system, which had been

perpetrated on educators and the general public by teachers' bargaining agencies, was no longer acceptable. Any system which established management salaries at some fixed value predicated on the base of a single salary schedule designed for the least effective employe, as well as the best, simply wasn't appropriate.

Such arrangements have always been a conflict of interest for the school superintendent or other school supervisors. Any arrangement which results in school management salaries increasing only in direct proportion to movement in salaries or wages paid to supervised employes is such an obvious conflict of interest as to be indefensible. With the advent of collective bargaining in education, this conflict of interest became more readily apparent, even to the general public which has become increasingly vocal at some aspects of salaries and wages paid in education.

In 1977, the president of the Pennsylvania School Boards Association, **Ralph E. Dougherty, Jr.**, appointed a special PSBA statewide commission to study this issue. The commission was composed of 32 school directors, district superintendents, and intermediate unit executive directors, with geographic representation divided between school directors and administrators. PSBA officers and staff were ex-officio members.

Doughterty charged the advisory body, titled the **PSBA Commission to Strengthen the Working Relationships of School Boards and Superintendents**, "To examine and provide input into, the process of school board policy-making as it relates to the roles of the board and the superintendent. Additionally, it is to provide a forum for discussion, review and an evaluation of the relationship and roles of boards and superintendents."

Major outcomes of this commission were the recognition of the need for a plan of compensation for administrators and recommendations for steps whereby such plans could be carried out. The commission's findings, printed in a special report with the above title, have been widely circulated throughout the state and nation.

Management leadership advocated by PSBA Commission

The commission defined the management-leadership concept as a desirable cooperative effort of the school board and all administrators including the superintendent. Through such a process, the commission said, the board is best able to set and appraise goals and objectives of the district, and to evaluate the performance of managers and administrators against these goals and objectives. The commission stated that school managers must be dedicated solely to representing the general public interest and keep children as the focal point of the district and board's decision-making process.

The commission suggested that attempts by management level groups to unionize would be detrimental to the general public in-

terest. However, the commission plainly said that the management-leadership process must be more than a "paper concept," and its implementation must be fostered at the local level. The success of this concept depends directly upon the sincerity, integrity and dedication of both the board and school management, the commission said.

The commission recommended several key areas for improving, and implementing, effective school management appraisal and compensation plans. Here are several of those recommendations as determined by the school directors and superintendents serving on the commission:

- School districts should establish, and adopt as board policy, charts with line-staff relationship, position descriptions of responsibilities, and designation of proper authority for managing local school operations.
- School districts should develop a plan of compensation which treats management personnel in accordance with established duties and responsibilities.
- School districts should develop and explain policies which identify school management compensation ranges and fringe benefits.
- School districts should develop a method of ensuring that all levels of school management are engaged in management training programs appropriate for various levels of responsibility.
- School districts should have a stated policy for school management evaluation criteria and for involvement of supervisory management personnel in appraising and recommending such criteria.
- School boards should adopt an appropriate method for annually assessing the performance of the superintendent.
- School boards should adopt methods for self-evaluation.
- Boards and superintendents should annually establish their respective goals and objectives which are consistent with the district's planning.

The commission also spoke to the entire process of evaluation when it noted that assessment of performance, either program or individual, should be an on-going process. "Evaluation should be encouraged," it stated, "and standards set in accordance with established goals and objectives. Job descriptions become critical in this process, for unless the scope of responsibility and authority of an individual in a given position is known, performance cannot be assessed." ■

Rational Approach to Evaluation Needed for School Leadership

If school administrators are to be fairly paid for what they do, including how well they perform, then a different approach must be instituted.

Public education is confronted with the need for an acceptable method of valuing the responsibilities of school administrators, rating their performance and paying such performance based on responsibility. School boards and superintendents need to give this process the highest attention and priority.

Various groups have studied this issue from time-to-time as illustrated in two approaches by a principals' association and a school boards' association.

Some time ago, the Pennsylvania Association of Secondary School Principals endorsed a method of establishing salaries for principals which avoids much of the conflict of interest inherent in index systems. (See Exhibit 1.)

In 1969-70, the New Jersey School Boards Association established a 16-member committee made up of board members, superintendents, principals and business administrators. This committee studied plans for "financial compensation of school administrative personnel," a study which grew out of "questioning the practice of basing administrative salaries on ratios of teachers' salary guides." They viewed the practice as a possible conflict of interest for administrators.

The New Jersey report noted: "The committee found no exact parallel in industry for the practice of basing administrators' salaries on a ratio to the teachers' salaries. Industrial consultants informed the committee that supervisory salaries are inevitably adjusted, usually within a year, when general labor wins an increase. They further stated that such adjustments bear no direct percentage link to the increase in general labor wages. Increases awarded to

supervisory and administrative personnel in industry are derived by formulas involving factors such as productivity, responsibility and the importance of the position in the management process."

In the New Jersey report, three kinds of plans were suggested. One of these, termed "Compensation Formula Based on Area or Negotiated Mean or Percentile," embodied a five-element formula made up of (1) mean or negotiated base figures; (2) a factor for performance; (3) a factor for supervisory responsibility; (4) a factor for level of training; and (5) a factor for length of work year.

A second plan centered around a job-employe-salary concept advanced by **Dr. Richard Wynn,** a former New Jersey school board member and now professor of educational administration at the University of Pittsburgh. (Dr. Wynn had been a school administrator in Pennsylvania prior to going to Teachers College at Columbia University.)

Under this plan, a "Job Score" is developed using sub-factors that are given values of 1.00 to 2.50. The New Jersey report said, "The value 1.00 is interpreted to mean that the job specification with respect to that item does not exceed that of a classroom teacher. On the other hand, the value of 2.50 is interpreted to mean that the job specification for that item is of the highest order."

EXHIBIT I

Pennsylvania Association of Secondary School Principals' Suggested Formula Approach to Salary Determinations

Basic Salary	**+ Time**	**+ Responsibility**	**+ Performance = Salary**
Experience. Degree.	Extra Months & Hours	Number supervised. School size. Environmental conditions. Special projects. Singular responsibility	Evaluation of performance. Dedication to duty. Willingness to accept additional assignments.

Example:

Principal—$10,000 + $4,000 + $3,000 + $1,500 = $18,500

The first two columns are the bases and these factors are known. The third and fourth columns are not. Each district will make its own determination as to responsibility and performance and the rate for each. Reprinted from PSBA *Employe Relations Guidelines,* (No. 12-6-71-35).

Through the identification of 11 sub-factors, the "Job Score" rating is the average of the 11 ratings.

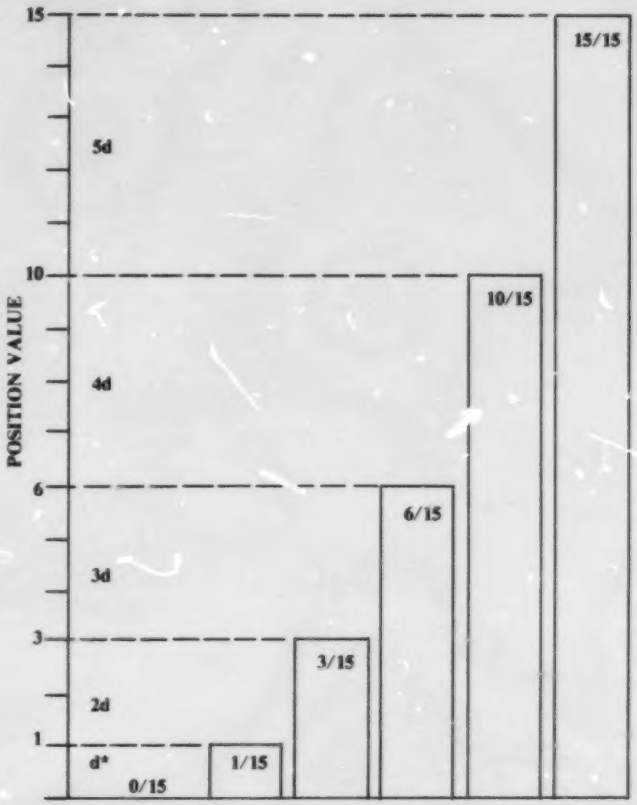
In a similar fashion, three factors are rated to obtain an average "Employe Score" rating. The "Salary Score" is then a product of averaging the "Job Score" and "Employe Score."

The third plan suggested in the New Jersey report noted that "the prototype of this method was developed by **Dr. William B. Castetter** and **Dr. Donald S. Felker** of the University of Pennsylvania. Under this plan, all administrative base salaries fall within a predetermined range. As in the two preceding examples, the base salary range can be arrived at through negotiations or can be derived from agreed-upon criteria such as an 'area mean' for comparable positions."

The New Jersey report added: "Although more complex than plans A and B (there are at least seven computational steps) the third plan deserves the attention of boards of education because it possesses the quality of internal consistency." Dr. Castetter and **Dr. Richard S. Heisler** have published two booklets from the Center for Field Studies at the University of Pennsylvania. One of these is entitled *Planning the Financial Compensation of School Administrative Personnel,* copyrighted in 1970. The other is *Appraising and Improving the Performance of School Administrative Personnel,* copyrighted in 1971. Exhibits 2 and 3 give further insight into these two plans. ■

EXHIBIT 2

Relationship of Position Values To Responsibility Levels



*d = difference in position values
(Read as follows: Position value of coordinator is at reference level; position value of assistant principal at 1/15 of position value range above reference level; position value of principal at 3/15 of position value range above reference level. . .Difference in position values of superintendent and assistant superintendent 5 times as great as difference in position values of coordinator and assistant principal.)

Taken from: "Planning the Financial Compensation of School Administrative Personnel," by William B. Castetter and Richard S. Heisler.

15

EXHIBIT 3

Derivation of a Compensation Index For Determining Base Salaries of Administrators

(1) Responsibility Level	(2) Position Value Differential Units	(3) Cumulative Differential Units	(4) Weighting Constant	(5) Comp. Index 1 + (Col. 3 x Col. 4)
1	4	10	.081538	1,815385
2	3	6	.081538	1,489231
3	2	3	.081538	1,244516
4	1	1	.081538	1,081538
5	0	0	.081538	1,000000

Assumptions: Responsibility levels in compensation structure = 5; maximum base salary = $23,600, minimum base salary = $13,000.

Column 1 derived from responsibility levels in organization structure as illustrated in Section 5.

Column 2 based on position value differentials illustrated in Figure 5.

Column 3 represents sum of differentials between level 5 and consecutive levels.

Column 4 derived from difference in base salaries at levels 1 and 5 ($23,600 – 13,000 = $10,600) divided by base salary at level 5 ($10,600/13,000 = .815385). The resulting quotient is interpreted to mean that the base salary at level 1 is 82 percent higher than at level 5. This figure is divided by the cumulative differential for all levels (10) to relate it to total the number of differential units show in column 3 (.815385/10 = .0815385).

Column 5 obtained by adding to the compensation index at level 5, the product of columns 3 and 4.

Taken from "Planning the Financial Compensation of School Administrative Personnel," by William B. Castetter and Richard S. Heisler.

The SMART Plan is One Possible Answer

Whatever system is used, an evaluation process should be simple enough to encourage widespread application and arrive at fair results based on credible data.

There is no single magic formula that meets the general needs of position evaluation and performance appraisal whether one thinks in terms of school management or private sector management. Indeed, writers from the prestigious Harvard Business School periodically take aim at the ineffective way in which such systems have been developed and applied. But there is one important ingredient that marks any successful evaluation and appraisal system — simplicity. **Evaluation and appraisal systems fail, or lose their effectiveness, when they become too complex and too time-consuming in their administration.**

A number of years ago, one of the corporate giants instituted a management evaluation and appraisal system, which was basically a sound system. It may still be used. However, the system required a considerable amount of administrative effort by operating management in order to satisfy the objectives of corporate headquarters staff.

The plan lost much of its appeal when it was learned that only "two and one-half minutes" were given to each appraisal and evaluation by headquarters staff management after operating management had spent hours upon hours in carrying out the appraisal and data gathering process.

The point is, that whatever system may be instituted it should be simple enough to encourage widespread interest and use. It should be useful enough to management people so that its use becomes automatic. And it should be possible to devise such a system.

The School Management Appraisal and Rating Technique, or SMART plan, attempts to satisfy three principal criteria:

- SMART is designed to be simple in use.

- SMART is designed to be attractively useful for school management.
- SMART is designed to allow its users to arrive at fair results based on credible data.

What does SMART do?

Perhaps it is better to start by a statement as to what SMART does not do. SMART is no panacea and does not substitute a "system" for rational and objective judgment by people who have the basic responsibility for seeing that a school complex functions satisfactorily. However, using a system such as SMART **does** allow for a rational and an objective evaluation and appraisal of performance on a periodic basis. It also permits key school management people to interpret to their governing board, and to the general public, the manner in which an effective school leadership program is constructed, paid for, and carried out.

SMART is soundly based on principles that are readily understandable to all levels of school management, and to the general public should the public become involved at any time in trying to understand how equitable salaries are established for school management.

Basics of the plan

There are four basic assumptions underlying the SMART plan.

► Through the use of area wage and salary data, and through comparison with other comparable positions in other fields as well as in education, it is possible to establish fair levels of compensation for the **minimum responsibility** and **maximum responsibility** management positions in any school complex.

► Having established such end points, it is then possible to relate all other management positions to the degrees of responsibility assigned to these end points.

► Adequate position descriptions, and organization charts (Exhibit 3) which depict the working relationships of various school management positions to each other, are fundamental to good school management and are a necessary prerequisite for this plan.

► Having determined the varying degrees of responsibility appropriate for all school management positions in a given school complex (and appropriate levels of compensation for each level of responsibility), the plan also provides for periodic performance appraisal based upon criteria related to the job valuing criteria.

The evaluation process

The first stage in using the SMART plan is to establish an adequate evaluation process for the various management level **positions** that exist within the school system or complex. In instituting the evaluation process there are three principal factors to be considered:

(1) Adequate position descriptions of every management position within the school complex.

(2) A three-member team which will be used for evaluation of these position descriptions in order to determine relationships of one job to another.

(3) A decision as to whether or not there will be an incentive component established in the compensation plan for various management level positions within the school complex.

The first step in the evaluation process will be the development of adequate position descriptions for each management level position. In order to do this effectively, the chief administrative officer should bring together the three-member team which will be used for evaluation and this group should arrive at a common agreement as to how position descriptions are to be written for that given school complex.

Position descriptions should be as specific as possible for any given position. In other words, the generalities that are often found in educational specifications are not sufficient for appropriate position descriptions.

The reason for instituting this kind of position description is to properly assess the **appropriate level of responsibility** associated with that position. Therefore, the significant responsibilities of a given position should reflect the overall implementation of the job for which the position description has been written.

It should be possible to do this on one sheet of regular typewriter paper. One of the things that should be indicated on the position description is the reporting responsibility for that position. In other words, at what level does the particular position being described report in the hierarchy of management positions in the school complex?

Position descriptions should be initiated by the incumbents who now hold these various positions. It is likely, however, that no matter what form of position description is finally agreed upon by the evaluation team and the chief administrative officer, incumbents will need some direction in writing up a position description for the position they now fill. It is also likely that more than one attempt will be necessary by the incumbent before a satisfactory position description evolves for his or her job. One example as

to how such position descriptions could be written is explained in Exhibit 5.

EXHIBIT 4 **Date** _____

SMART* PERFORMANCE AND ADVANCEMENT ORGANIZATION CHART

NOTE: This is an example of a possible "SMART" performance and advancement organization chart. The numbers shown are for illustrative purposes only. The numbers shown to the left of position are taken from the performance appraisal form. The numbers to the right of position indicate readiness for advancement according to this scale; (4) outstanding — ready now; (3) good candidates; (2) average candidate; (1) poor candidate.

SMART — School Management Appraisal and Rating Technique

Selecting the team

The three-member evaluation team's primary task is to rank the various management positions in accordance with their relative responsibilities within the school complex. The team should be chosen by the superintendent or chief school administrator and should represent a good balance and mix among the respective functional activities of the school complex.

For example, one member of the team should undoubtedly be the chief school business official. Another should be the person in the school hierarchy who has the primary responsibility for school plant operation and maintenance. The third member should probably be a person who represents the chief executive in the guidance and direction of the school system's professional efforts and educational programs. If a five-member team is selected in place of the suggested three-member team, then it is probable that a representative for both elementary and secondary education and a director of personnel would likely be added to make up such a team.

Regardless of the total makeup, the evaluation team should understand at the outset that its specific mission is evaluating other mangement level positions within the school complex. For example, these kinds of directions could be given to the evaluation team:

STEP 1: Obtain satisfactory position descriptions of all management level positions within the school complex. (These position descriptions should reflect a concensus of opinion of the evaluation team as to their accuracy and completeness.)

STEP 2: The evaluation team should be furnished with an identification of the **least** responsible position that exists in the school complex and for which a ranking of 25 points will be assigned. (See the following rating scale section.) This recommendation to the team should come from the chief school administrator on the basis of his knowledge and understanding of the various management level positions existing in the school district. This recommendation should carry with it a suggested salary rate range which appears to be appropriate for that management level position. At the same time, the evaluation team should recognize that they have an opportunity to review and reconsider this recommendation and to make further recommendations if the data that is assembled so indicates.

STEP 3: The team should also be furnished a copy of the position description that describes the position of the chief school administrator. Initially, the salary rate range for this position should not be furnished to the evaluation team.

STEP 4: The evaluating team should then be instructed to use the position descriptions furnished to it, in conjunction with SMART

position evaluation forms (Exhibit 6) on the basis of a minimum of 25 points and a maximum of 100 points (for the chief school administrator's position), for all management level positions in the school complex.

Use of rating scales and forms

For simplicity, SMART uses a scale of 100 points for both valuing school management positions and appraising performance after having established such a value.

SMART requires the use of only three forms to carry out an effective job appraisal and performance evaluation. One of these forms is what may be called a "performance and advancement" version of an organization chart which presumably already exists in all school situations. (See Exhibits 4, 5 and 6 for examples).

SMART is based on principles which are readily understandable to school management, and to the general public should it become involved at any time in trying to determine how equitable salaries for school management evolve.

SMART begins with an assumption that the chief school administrator's position is the position of maximum responsibility in any school system. Therefore, this position always receives 100 points in the SMART plan.

The SMART plan also assumes that the least responsible supervisory position in a given school complex carries one-fourth of the responsibility of the maximum responsibility. Thus, the least responsible supervisory position always receives 25 points in the SMART plan.

To begin to work with the SMART plan, one must therefore determine what level of compensation is fair and adequate for the two end points of the valuation system. Once determined, school management then has the ability to relate all other supervisory positions to these two end points and in 74 other grade levels if desired.

Any effective personnel administration program **requires adequate position descriptions** for all management level positions. This is not a SMART plan requirement, but merely a requirement that all good administrators are now fulfilling. Said another way, no evaluation or appraisal program will function without this basic foundation.

Determining fair compensation levels

How to determine fair compensation levels for the two end points? That isn't as difficult as it may seem at first. Let's begin with the top administrator.

School superintendents are the chief executives of an increasingly complex and significant part of American society. School consolidation and reorganization have very often cast them as the chief executives of the largest enterprises in the area served by their schools. Fair compensation levels for school superintendents should consider this factor. Such plans should also consider what most comparable chief executives in other fields of endeavor in the

EXHIBIT 5

SMART* POSITION DESCRIPTION

Position Title (Director, Pupil Services)
Position Reports To (Asst. Superintendent for Instruction)
Position Incumbent (John or Jane Doe)
Date (of most recent update) (September 1, 1972)
Position Rank (From Exhibit 6)
Position Appraisal (From Exhibit 7)

RESPONSIBILITIES AND FUNCTIONS OF POSITION

1. Develop and establish comprehensive, district-wide program of pupil services.
2. Collaborate with assistant superintendent and superintendent in obtaining approval for, and instituting, program of pupil services.
3. Prepare appropriate guidelines and policy statements for higher level approval which explain the program of pupil services.
4. Communicate to principals, guidance directors, and other school management personnel policy statements and guidelines associated with program of pupil services.
5. Direct the efforts of other supervisory personnel in implementing and providing the agreed-upon program of pupil services.
6. Evaluate the efforts of other supervisory personnel in bringing about optimum benefits from the program of pupil services.
7. Annually prepare, and direct the expenditure of, a district-wide budget for the program of pupil services.
8. Conduct studies, and prepare reports, which relate to the effectiveness of the district-wide program of pupil services.
9. Recommend for employment, advancement, or discharge of supervisory and nonsupervisory personnel.
10. Perform other tasks as assigned by higher level school management.

Signature _____
(Position incumbent or other person who prepared position description.)

*SMART — School Management Appraisal and Rating Technique

EXHIBIT 6

SMART* POSITION EVALUATION FORM

This "SMART" position evaluation is to determine relative responsibilities of all management positions.

Minimum responsibility scores 25 points.
Maximum responsibility is 100 points.

Minimum and maximum point values are shown. Evaluating team should fill in proper point evaluation for all categories.

Position Title _____

Date _____

	Min.	Average	Greater than Avg.	Max.
Knowledge required (Includes formal education and other training)	3			12
Organization responsibility (Includes selection of personnel, supervising of personnel, etc.)	3			12
Financial responsibility (Includes development and control of budget)	3			12
Responsibility for planning (Includes development of work plans for others)	2			8
Responsibility for execution (Includes freedom of action and carrying out approved plan)	2			8
Responsibility for leadership (Includes responsibility for training others)	3			12
Responsibility for effect on students (Includes direction of student activities)	3			12
Responsibility for relationships with other groups (Includes PTA, employe groups, etc.)	2			8
Responsibility for communications (Includes internal and external communications)	2			8
Responsibility for school plant	2			8
Minimum and maximum points	25			100
Total points and position ranking				

Note: Another factor may be added for length of work year, if this is a factor to be considered locally. Assumption here is that all positions are full-time positions.

**SMART — School Management Appraisal and Rating Technique*

Copyright 1972, by the Pennsylvania School Boards Association. All rights reserved.

same geographic area earn, as well as what other superintendents earn with similar degrees of responsibility and complexity. These kinds of data should help establish the same base salary for the top position in a school district.

Some kind of incentive or additive to this base salary may be provided. This incentive component should never become a part of the base salary, but should always be carried as an available incentive to be awarded on the basis of mutually established objectives, agreed to in advance. It should be a variable component awarded in proportion to the degree of achievement accomplished toward the agreed-upon goals.

Thus, the top end anchor point of the SMART plan for a given school district will establish the base salary and some incentive component which will be dependent upon performance Properly applied, such a plan will adequately stand up to the public criticism often directed at existing salary practices.

The low end anchor point of the SMART plan is somewhat easier to determine. This lowest responsibility supervisory position naturally must consider the highest level non-supervisory responsibility and compensation that reports to the lowest level supervisor. Again, area wage and salary data for nearly comparable jobs should be considered in establishing this low end base point. Also, some incentive component should be considered which will be available on the basis of performance and measured against mutually agreed-upon goals and objectives.

In the SMART plan, all other school management positions are fitted between these two end points. In much the same fashion, specific values of responsibility for each management level position are determined and a base salary range for that position is established. Appropriate incentive components should be considered for such position.

As can be seen from a review of the SMART performance appraisal form (Exhibit 7), periodic appraisals also use a 100-point scale to determine how well each school management person has achieved the goals and objectives previously established. Properly used, in combination with appropriate incentives, the SMART plan should provide an easy-to-use and effective way of weighting, compensating and motivating school management personnel.

One other factor should be incorporated, however. Exhibit No. 4 depicts an "advancement organization chart." Such a chart should be an intrinsic part of each organization unit, so that each functional manager (secondary school principal, elementary school principal, special service unit, etc.) periodically determines the likely advancement potential of each person under his or her supervision.

Harvard Y. Weatherbee, General Electric Company executive and former federal government administrator, in an American Management Association publication, said, "What happens when a manager discovers he has a 'marginal' performer among his employees? For that matter, how do you identify a marginal performer and what do you do about him?"

"In almost every kind of organization," he writes in *Steering Marginal Performers to Solid Ground*, "military, educational, governmental, industrial, there are some individuals who, for want of a better term, are classified as marginal. They may be underqualified or overqualified for the positions they hold. There are all sorts of variations, but the marginal performer is a drag on the efficiency of any operation and on group performance as well."

Plans like SMART do not solve the problem of marginal performance. However, properly applied, such plans can ensure that fair, equitable salaries are established which avoid the conflict of interest of index systems; that rational systems of appraisal are used which are readily understood and generally simple in administration; and that appropriate incentives can be established which could lead to better individual and group performance.

Determining specific salary levels

After appropriate position descriptions are written and SMART position evaluation forms (Exhibit 6) have been developed for each management level position within the school complex by each team member, then attention should be given by the team to salary levels appropriate for these various levels of responsibilities.

At this point, the evaluating team should be furnished current salary data for all of the management positions presently being considered, exclusive of the superintendent's or chief school administrator's salary. It is then the team's responsibility to compare the responsibility rankings that have thus evolved (through review of position descriptions and related responsibilities of those positions) to the salaries that now exist for the positions indicated.

All pertinent salary data, which may be available from whatever source, should be furnished to the team members to help them make objective and appropriate decisions regarding their recommendations for salary levels. These should be consistent with the position responsibilities as determined through the appraisal program. In addition, the evaluating team should be furnished a copy of the most recent organization chart covering the position descriptions under consideration. This should depict the relationship of management level positions one to another. If such an organization chart does not already exist, then the team should be

Continued on page 24

EXHIBIT 7

Date _____

SMART* PERFORMANCE APPRAISAL

This "SMART" performance appraisal is to determine job performance for period of review. Lowest performance equals 20 points; highest possible performance equals 100 points.

Point values shown for each column. Place appropriate check in proper column for each category.	**Low (1)**	**Fair (2)**	**Satis-factory (3)**	**Good (4)**	**Excel-lent (5)**
1. Demonstrated knowledge of position (related to formal education)					
2. Demonstrated knowledge of position (related to other than formal education)					
3. Demonstrated planning ability (related to personal performance)					
4. Demonstrated planning ability (related to performance of others)					
5. Ability of execution of plans (includes direction and follow-through)					
6. Demonstrated financial performance (for personal responsibilities)					
7. Demonstrated financial performance (controlling others' responsibilities)					
8. Demonstrated performance in organization (selection and deployment of personnel)					
9. Demonstrated performance in direction (direction and supervision of personnel)					
10. Demonstrated performance in school plant management					
11. Demonstrated performance in school plant planning					
12. Demonstrated leadership performance (leading other personnel — prof. & non-professional)					
13. Demonstrated leadership performance (with community and outside groups)					
14. Demonstrated leadership performance (with students)					
15. Demonstrated communications effectiveness (with internal groups)					
16. Demonstrated communications effectiveness (with external groups)					
17. Demonstrated creativity and ingenuity (personal job performance)					
18. Demonstrated initiative in personal job performance					
19. Demonstrated adaptability in personal job performance					
20. Demonstrated ability to analyze and evaluate plans and performances					
TOTAL CHECKS IN EACH COLUMN					
TOTAL NUMBER OF POINTS IN EACH COLUMN					

TOTAL NUMBER OF POINTS IN ALL COLUMNS AND PERFORMANCE RATING

**SMART — School Management Appraisal and Rating Technique*

Copyright 1972, by the Pennsylvania School Boards Association. All rights reserved.

required to develop such a chart that is consistent with their understanding of position responsibilities and relationships in the school complex.

At the conclusion of the evaluation team's efforts in reviewing and assessing the levels of responsibilities associated with each management level position, the team should have:

- A final position description for each management level position.
- A SMART position evaluation form (Exhibit 6) which reflects the level of responsibility being assigned to each position.
- An organization chart which reflects the relationships that result from the use of the position descriptions and the SMART evaluation forms.

It is at this point that the evaluating team members should review with the chief school administrator the results of their efforts thus far. Also, it is at this point that the chief school administrator, based upon school board direction, may wish to suggest a refinement of the salary ranges that have been suggested. Also, it is at this point that the chief school administrator and the evaluating team may be in a position to suggest appropriate incentive components to be included in the salary ranges being suggested for the various management positions under consideration.

After this has been accomplished, the product of these combined efforts should be ready for review by the board. It is at this level that final adjustments should be made, and at this step that an appropriate salary range should be established for the chief school administrator.

The evaluating team should then be informed of the outcome of these final determinations, and should be given an opportunity to discuss any of these final determinations with which the team, as a whole, may disagree. Assuming no further adjustments, the evaluating team should then have the responsibility for reviewing with each functional administrator and staff supervisor the results of that person's position evaluation, as well as the results of the evaluation of positions that report to him. That supervisor, in turn, should have a similar responsibility for discussing with supervisors reporting to him, the results of the evaluation and appraisal process. This discharges the responsibility of the evaluating team except for periodic reviews that may be necessary in order to update and keep current the original evaluation process.

Appraisal of performance

The appraisal of performance of management level positions in any given school complex is something that is an integral part of the responsibility of higher level supervisors in the school management team. It should be carried out on a periodic basis, probably at least once each year. It should be equated to the various levels of responsibilities for the positions as described in the position descriptions and the evaluation forms used initially to rank these various positions. It is fundamental that such appraisals must, of necessity, be carried out by the supervisor to whom the position being appraised reports.

SMART performance appraisal (Exhibit 7) has been designed to include appropriate consideration for those factors usually incidental to the appraisal of performance of most school management positions. However, should other factors be required, they should be added, and factors not necessary should be deleted. It is strongly recommended, however, that the appraisal process embrace a range of 100 points so that a consistent product is obtained in comparing appraisals of one management level position with another.

After a performance appraisal has been established by the supervisor to whom the position reports, that appraisal should be reviewed by the appraiser with the next level supervisor in order to ensure objectivity. Having done this, the performance appraisal should be communicated to the person being appraised. Some arrangement should also be made to put this information in central office files so that the results may be incorporated into the "performance and advancement" organization chart shown in Exhibit 4. The person thus appraised should be furnished a copy of the document in its final form.

Cautions with incentives

As suggested earlier there is one important consideration when one looks at the feasibility of establishing an incentive component in management level salary structures.

Whatever the incentive component may be, it should be recognized that if it is to have a continuing incentive value, that component **should not** become a part of the base salary for future years. In other words, adjustment in base salary should reflect cost of living changes and other flat adjustments which are consistent with either promotion to a higher responsibility level or are consistent with general changes in economic circumstances which affect all personnel. Such an incentive component, however, should be something which is available each year and is awarded, to some

degree, on the basis of how performance relates to the objectives set forth for a given position.

Performance and advancement organization chart

The use of a "performance and advancement organization chart" similar to Exhibit 4 is a simple management tool which permits the chief administrator, and various key staff people, to have before them the most current picture of the school organization for which they are responsible.

Each time a new position is added to the school management team, an evaluation should be conducted in the manner described previously and that position should be reflected on the performance and advancement organization chart. Continuing use of the chart provides a simple follow-up mechanism for ensuring that the evaluating process, and appropriate appraisal of performance, is being carried on in a continuing fashion. This should greatly help the chief administrator and key subordinates in identifying organization weaknesses and properly rewarding those people on the school management team who are deemed to be performing most effectively.

Commitment to proceed

This five-step process can be used to initiate the SMART plan:

- Commitment to proceed through board policy.
- Definition of position responsibilities.
- Relationships in organization.
- Team involvement.
- Recommendations/approval of plan.

Paramount among these steps is the commitment by the board to seek a fair and equitable solution to administrator compensation. This commitment should take the form of a policy statement which spells out the rationale and motivation behind such a plan. Without a firm commitment by the board, the plan is doomed to failure. (See sample policy guide from PSBA's Policy Service No. 328 Exhibit 8.)

The final test

Developing sound management compensation plans has never been easy. The advent of public sector collective bargaining in Pennsylvania (Act 195 of 1970) has certainly complicated the process.

The final test of how effective the management (and administration) of public schools in Pennsylvania will be rests square-

ly on the shoulders of the elected officials charged with the responsibility for local governance of the community's schools and students.

If the public truly expects to see efficient and fiscally responsible educational efforts — managed by loyal, competent, school management personnel — school directors **must** find a way to attract and retain competent school management personnel.

EXHIBIT 8

Policy Guides for Pennsylvania Schools

No. 328

Section ADMINISTRATIVE EMPLOYES

Title WAGE AND SALARY

Date Adopted

Date Last Revised

Classification Highest

Guide		Reference
	328. WAGE AND SALARY	
1. Purpose	The _____ Board of Education believes that a thorough and effective school system is vital in providing the best educational program for the pupils of the district and the taxpaying citizens who support the public schools. The _____ Board of Education strongly advances the concept that a thorough and effective school system can only remain as such if the day-to-day management of the schools is entrusted to dedicated and competent persons. Good management relies on the abilities of persons to perform the responsibilities of the positions for which they were hired.	
2. Authority	It is therefore incumbent on the _____ _____ Board of Directors to pursue a plan of compensation, based upon responsibility and performance, which will provide fair and adequate financial incentives for all management personnel.	§§ 1142, 1144, 1149, 1151
3. Delegation of Responsibility	To accomplish this commitment, the Board of Directors of _____ school district directs the implementation of such a compensation plan subject to final review and formal adoption of such plan by the Board.	

Local communities and their taxpayers will strongly support a school board's efforts in developing sound management compensation plans which produce fair and equitable salaries for the task to be performed, and which reward competent, skilled, management personnel. Using SMART is one approach to help local officials achieve effective results for the school management team and the public it serves.

Summary: Basic components of SMART

The School Management Appraisal and Rating Technique sets forth basic guidelines in developing and fostering a flexible plan for effective evaluation and realistic compensation levels for school management.

SMART was never intended to be the one "magic formula" for all school management. It was designed to present basic guidelines for local use based on certain "givens" and other components. For those school officials who have pursued its basic philosophy, SMART has proven itself to be a workable plan.

Properly applied, such a plan will adequately stand up to any public criticism that may now be directed in existing practices.

These basic tenets are covered in SMART:

- **Simplicity of design and operation:** Most appraisal and evaluation systems fail or lose their effectiveness because they become too complex and too time-consuming in their administration.

- **Position (job) descriptions:** These need to be written in a manner that adequately describes the responsibilities and authority of the position, and should not exceed one page consisting of 10 to 12 items.

- **Organization chart:** Line and staff functions in a "chain-of-command" reporting fashion need to be developed.

- **Position levels within the organization:** Levels of responsibility and salary ranges need to be determined.

- **Position salary ranges:** Position job descriptions are the basis for determining these ranges.

- **Performance appraisal criteria:** Agreed-to standards of performance, which are measurable and quantifiable, if necessary.

- **Stated goals and objectives:** Adopted school board goals become the focal point for the development of management objectives.

• **Fringe benefit components:** Spell out the benefits applicable to management personnel, separate and apart from bargaining unit contract terms.

Add these five fundamental components: (1) an attitude toward school management personnel that recognizes their function and role; (2) a commitment by the board of school directors to develop a fair and equitable plan; (3) leadership from the chief executive officer toward implementing such a plan; (4) trust, openness and understanding in working toward the development of a plan by all parties to the plan; and (5) honesty and integrity in building a plan which has, as its primary purpose, the recognition of successful performance and the improvement of the operation of public schools for children. ■

Developing a Compensation Plan for The Superintendent

The superintendent's compensation package should extend beyond just salary and should meet the objectives of both the school board and the superintendent.

A joint publication of the American Association of School Administrators and the National School Boards Association, *Compensating the Superintendent**, includes several suggestions for developing a total package of compensation for the chief executive officer. In the booklet, the organizations state: "The superintendent's total compensation package includes such elements beyond salary as fringe benefits and contract provisions. The total package should meet the objectives of both the school board and the superintendent."

Here are some excerpts from the above publication, reprinted with permission:

• School Board Objectives

Equitability: To what degree is the superintendent's compensation equitable with respect to other comparable superintendents, and other positions in the community?

Acceptability: To what extent is the compensation understandable and acceptable to the community and to school system employes?

Legality: Does the compensation package meet legal requirements?

Drawing Power: Will the package attract the type of superintendent who will meet the position's job requirements?

**One of several books in the Superintendent Career Development Series, copyright, 1980, by the American Association of School Administrators, Arlington, Virginia 22209.*

Competitiveness: Is the package comparable with surrounding communities and other jurisdictions with which the community is competing?

Fiscal Judgement: Does it meet the obligation of the board to exercise fiscal responsibility?

Responsiveness: Does it meet the personal needs of the superintendent?

• Superintendent Objectives

Current Income: Does the compensation package meet current needs through salary and fringe benefits?

Job Security: Are there assurances that the position can be long term, that there is an option for contract renewal, and that there is adequate compensation for early termination?

Performance Reward: What opportunity is there for increased compensation based on excellent performance?

Current Compensation Security: Are there assurances for continued compensation in case of accident, sickness, or death?

Community Acceptance: Is the compensation acceptable to the community and the school system, so as not to interfere with job functioning or longevity?

Future Compensation Security: What provisions are made for appropriate income and benefits upon retirement, and to what degree are they transferable?

Job Definition: To what extent does the compensation package provide time for other activities?

Job Enrichment: What provisions are made for enrichment activities?

The board and superintendent should assess the current compensation package, determine practices in comparative jurisdictions, and identify compensation alternatives. Among the benefits or contract provisions to be considered are housing, transportation and travel, retirement plans, insurance and health care, professional development, paid leave and severance pay.

• Compensation Decision Process

The compensation decision involves determining salary level, fringe benefits, and contract provisions that make up the total compensation package. It is made under three distinct sets of circumstances: when the superintendent is initially employed, at the

time of contract renewal, and at the annual review of compensation. Despite many factors that often make the process haphazard, proceeding in a well understood, thorough, rational, and deliberate way will increase the opportunities for both the board and the superintendent to achieve their objectives.

Schedule: The process should take place over the course of a year.

First Month: Establish the cycle for deciding the superintendent's compensation. Establish an evaluation plan for the superintendent. Determine objectives and plans for the school year.

Sixth Month: Review progress of objectives and plans.

Eleventh Month: Select comparison items. Discuss descriptive community characteristics. Determine jobs for comparison. Assess current compensation package.

Twelfth Month Meeting No. 1: Evaluate the superintendent.

Twelfth Month Meeting No. 2: Review salary comparison data. Discuss descriptive community indicators. Discuss community requirements for superintendency and community job comparability assessment. Discuss superintendent's evaluation. Discuss and determine compensation package.

The same process may be used to determine an appropriate compensation package for a new superintendent, but with a somewhat different emphasis and time frame. The superintendent and the board will probably gather data independently. The evaluation process does not relate directly to compensation for a new superintendent, but it should be considered and agreed upon as a condition of employment.

This process is significant in building a sound relationship between board and superintendent, which has an important effect on the performance of the superintendent and, therefore, the school system. ■

Compensation Plans Reviewed in Three Pennsylvania Districts

PSBA and state school management groups co-sponsored a series of leadership seminars in 1979 covering administrator compensation.

The seminars were co-sponsored by the state associations of school administrators, elementary and secondary principals.

Key presenters at these seminars were **Dr. H. Ronald Huber**, executive director, Colonial Northampton Intermediate Unit; **Dr. George Tjiattas**, then Saucon Valley superintendent, and now superintendent, Chambersburg Area School District; and **Dr. Donald Langlois**, superintendent, West Chester Area School District.

West Chester School District

The West Chester School District plan provided some key insights into personnel compensation planning in that district. Superintendent Donald Langlois commented: "Unlike many colleagues, I strongly believe management compensation must be tied with the evaluations we make of professional performance. Let us remember that the evaluation process is the key to the quality and health of our schools," he said.

"These judgements should also be used as justification for staff development, transfer, promotion, demotion and dismissal. If we have school managers who cannot do the job, then, to paraphrase **Harry S. Truman**, let them get out of the academic kitchen.

"It is time to stop talking about the management team concept and to begin putting it into practice. As I meet with administrators, I'm told that boards will never agree to such a plan (as West Chester's). When I talk with boards, they tell me their administrators won't agree.

"The fact is that more people from both groups are coming closer together in realizing that a reasonable, workable compensation-evaluation program can be worked out. We've got to get our act together. In some districts, boards are driving their management personnel into collective bargaining. The management team must become more than a mere paper concept," Langlois concluded.

The West Chester plan, as explained by Langlois, was developed by the board and administrative staff over a six-year period. It includes background, research and effective practices from the business community as well as from education. Most of the key elements of the PSBA SMART plan are visible in its structure, but as he describes it, it is a merit pay plan system and is in many ways even "simpler to use than SMART."

The West Chester school board policy, paraphrased, states that administrative and supervisory personnel will be paid at a level that will attract and hold people with ability who can exercise professional leadership in the schools. The plan, according to Langlois, provides consistent and impartial treatment within the district. Management salaries reflect a fair relationship with those paid by other districts for similar assignments.

Other basics in the plan require that the board review the compensation plan by January 15 of each year. This is done through the board's personnel committee and a representative group of administrators and supervisors. The board also sets the level of responsibilities and salary grade ranges and makes periodic adjustments as needed. At this point individual salaries of administrators are set by the board, based upon the recommendations of the superintendent.

The plan, according to Langlois, contains four major elements: job description, compensation, evaluation and conferences.

► **Job Descriptions:** Periodically revised by the people in these positions, job descriptions establish duties, responsibilities and authority given for each assignment and job classification. Levels of responsibility and salary grades have been established through job ranking. The organizational chart shows the authority and interrelationship of the positions on the management team.

In close relation to job descriptions are special objectives, or MBO's (management by objectives). Part of this MBO process for the administrators are the West Chester school board goals. These broad statements, developed and adopted at public meetings, become the superintendent's goals, and are therfore tied into the overall objectives of the administrative team. Likewise, the administrators have input into these goals before they are adopted, thus completing the cycle of "give and take," as will be noted later.

► **Compensation:** Levels of responsibility are provided in the West Chester plan with salary grades at each level. Different positions have varying degrees of pressure or responsibility. Each position is placed at a level of responsibility and salary grade based on an evaluation of 10 factors. Salary ranges are based on minimum and maximum dollar values according to the above. Maximum is 50% above minimum, and adjustments may be necessary due to changes in area cost-of-living conditions, job turnover or competitive salaries, changes in responsibility value, or for other reasons determined by the board. Fringe benefits are also separate items that supplement the basic compensation. Other components in the compensation plan include:

- Placement within a salary range is dependent upon previous experience and performance, present salary, salaries of others in the same job and length of service.
- Minimum salary is normally paid to a new administrator with little or no experience.
- Maximum salary is normally the top dollar value for the position.
- No automatic or progressive increments are provided in the plan.
- No additional compensation is given for performance of duties during established contract periods.

These ranges must be made by the school board. Any salary increases and amounts, which are determined by the board, are transmitted through any one of the following combinations and will be identified in the individual's salary letter:

RATING	SALARY INCREASE
Unsatisfactory	None
Fair	Nominal
Good, very good, superior	Across the board adjustment, merit or promotion adjustment

► **Evaluation:** Performance evaluation is a matter of factual evidence and judgment. Guarding against personal bias is difficult, but subjectivity cannot be totally eliminated from any evaluation. However, an adequate number of observations of the school's program or division's program, and the administrator's performance, must be made for sufficient data upon which to base solid evaluation.

In West Chester a minimum of three days is spent with administrators, one of which requires "shadowing." This process is defined as the "unobtrusive observation of someone's actions by

his or her evaluator." Evaluators are looking for immediate feedback to determine areas of improved performance. The time the evaluator spends observing administrators or supervisors need not be scheduled in advance, nor be sequential, nor occur at any specific time during the year, according to the West Chester guidelines.

► **Conferences:** A minimum of four conferences should be held between the immediate supervisor and the administrator reporting to that particular level, according to this schedule:

- ***June:*** This conference is to be used to explore objectives for the coming year. In this way the administrator can link his objectives with those of his superior and the goals of the school board.
- ***August:*** Agreement is reached on job objectives and a summary prepared in relation to the job description of the administrator.
- ***November:*** Progress is discussed in achievement of objectives and modification made, if necessary. A general evaluation is performed.
- ***April:*** The final evaluation conference uses the Appraisal Form. The administrator's performance is measured by how well he has met his pre-determined objectives. All evaluations must contain suggestions for improvement.

Langlois noted that the evaluation form used by West Chester is referred to as an essay appraisal. The form is simple to use. Final ratings, and ultimately salaries or merits, are based on superior, good, fair, or unsatisfactory. Written evaluations must be shared with the given administrator within 10 days after the fourth conference. File copies are sent to the personnel office.

If it becomes necessary to reduce positions, the final rating form is transferred to numerical value as: superior (4); very good (3); good (2); fair (1); and unsatisfactory (0). The individual with the lowest numerical score in the classification being reduced will be suspended first. In case of identical scores, seniority within the district shall be the determining consideration.

Saucon Valley School District

The Saucon Valley plan is based on administrative appraisal and merit pay. Dr. George Tjiattas provided the following plan outline.

The need for administrative appraisal is based upon the concept that:

- Accountability is necessary.

- Management must produce.
- Appraisal facilitates growth.
- Good performance deserves recognition.
- Poor performance should be upgraded.
- Appraisal ensures the goals of the organization are being accomplished.
- Board of education should be able to justify salary increases for administrators.

Some basic assumptions about administrative appraisal include these:

- Growth is a continuing process throughout the professional administrator's career.
- Personal development is important and necessary to each administrator's career.
- Appraisal will be as objective as possible and be based upon pre-determined performance standards.
- Appraisal is in the best interest of the individual.
- Appraisal is in the best interest of the organization.

Organizing the administrative staff for more effective management and appraisal calls for the:

(a) Development of an organizational chart and formation of an administrative team. Define each role or position. Determine reporting relationships. Establish the communication network:
   — Routine matters
   — Emergency matters
   — Planning
   — Evaluation

(b) Preparation of job descriptions.
   Define job responsibilities.
   Develop a rationale for each responsibility.
   Prepare performance standards.

The management team should develop performance standards. Factors to be considered in this process would include:

(a) Rationale for performance standards.
   Facilitates communications and understanding between the administrator and subordinate.
   Focuses attention on results rather than on personality.
   Promote balance in job effort (all elements of the job receive attention).
   Facilitates self review and self appraisal.

Helps identify areas needing improvement.
Provides for recognition of achievement.
Provides basis for review and evaluation of individual performance.

(b) Defining the performance standard.
A standard of performance is a statement of the observable conditions which will exist when a job is being or has been satisfactorily performed.
A standard of performance lists the observable conditions that are desired.
A standard of performance is defined in terms of: quantity, quality and time.
A standard of performance specifies how well the job is to be done.
It is measurable.
Performance standards establish realistic, attainable goals.
Performance standards establish an acceptable **BASE LINE** of satisfactory performance.

(c) Preparing performance standards.
Performance standards are cooperatively prepared and agreed upon by both the administrator and subordinate.
— Individuals understand and accept programs in which they have been actively involved.
— Individuals become team oriented when involved in planning and organizing an activity.

Performance standards are written.
— Expectations are clearly defined.
— Expectations are quantitively defined.

The system should use performance standards as a guide for reviewing individual performance.

(a) Reasons for reviewing performance.
To motivate and guide individual development and improvement.
To make compensation decisions.
To make decisions related to promotion.

(b) Techniques for reviewing performance.
Self review and appraisal techniques are most effective approaches to changing individual behavior.
All reviews are based upon observable data and are written.

Administrative support is essential if the review is to effect change. Performance reviews should be conducted according to these guidelines:

(a) A time and place for the performance review should be established.

(b) All data related to the person being reviewed should be available prior to the meeting.

(c) The administrator should have the subordinate review and evaluate (rate) his performance point by point.

(d) The administrator should keep all questions and responses non-critical until all points have been covered.

(e) The administrator should then present his observations point by point. If in agreement, say so; if not, give reasons.

(f) For every responsibility rated as below standard, a plan for its improvement should be developed.
- — The subordinate should submit the plan in writing.
- — This plan will be evaluated at the time of the next review.

(g) Final conclusions should be placed in written form and made part of the employe's record.

The performance review should be quantified:

(a) The rating scale.

Excellent	+3	Exceeds standards of performance.
Satisfactory	+2	Meets standard of performance
Needs improvement	0	Partially meets standard of performance.
Unsatisfactory	−3	Fails to meet standard of performance.

(b) Weighing the elements of the job description.
A value should be established for each item on the job description based on the importance of the activity.

(c) Scoring the performance review.
Each item is rated.
The rating is multiplied by the weighted value.
All weighted scores are summarized.

Individual goal should be set and accomplishment measured.

(a) Establishing individual goals.

Goals are derived from special needs.
Goals are usually one-time objectives or improvement plans.
Goals must be realistic and attainable.
Goals must have the approval of the supervisor.
Goals must be written.

(b) Measuring individual goals.

When goals have been established they must be weighted.
The supervisor and subordinate renew these objectives and determine the percentage of completion at a pre-determined time.

(c) Quantifying individual goal accomplishment.

Weighted scores are computed by multiplying the weighted value of the stated goal times the percentage of completion.
Weighted scores are summarized and become the goal accomplishment factor.

The merit system. The major components of the system are:

(a) Team performance.

Recognizes the necessity and importance of the administrative staff working cooperatively.
Shares the rewards of mutual cooperation equally.

(b) Individual job performance.

Recognizes the importance of the successful performance of the individual.
Provides the opportunity to reward the individual's success in dealing with the responsibilities of the position.

(c) Individual goal accomplishment.

Recognizes the importance of preparing stated goals and developing solutions to problems.
Provides opportunity to reward the successful completion of stated goals.

Establishing a dollar amount for merit consideration.

(a) The total administrative salaries for the current year are computed.

(b) A percentage increase based on the total administrative

salaries for the current year is negotiated with the Board of School Directors.

(c) An amount is established to be distributed for team and individual performance.

Develop a process of salary distribution.

(a) Percentage increase for team performance. This amount is shared equally by all team members.

(b) Percentage increase for individual performance. This amount is based upon a percentage of the individual's current salary times the success ratio for job performance.

(c) Percentage increase for goal accomplishment. This amount is based upon a percentage of the individual's current salary times the success ratio for the completion of stated goals.

(d) Suggested distribution percentages.

- Team performance 30%. Directors award up to maximum amount based on their perception of over-all team performance. All members of the administrative team share equally.
- Individual job performance 60%. Supervisor awards up to maximum amount based upon review and rating of job performance. Base amount related to the individual's current salary.
- Individual goal accomplishment 10%. Supervisor awards up to maximum amount based upon review and rating of goal accomplishment. Base amount related to the individual's current salary.

Suggested salary dissemination follow-up activities.

(a) A complete explanation of the salary distribution is made by the administrator for the subordinate.

(b) The administrator recognizes the accomplishments of the subordinate.

(c) Plans are formulated for the future direction of the individual and the organization.

Steps in administrative salary determination.

• The administrative team meets with representatives of the board of school directors to determine the money available for salaries and other benefits.

- A percentage based upon current salary totals is agreed upon for salary purposes. (Example: 7%.)
- The total money available equals current salary times the percent agreed upon. (Example: Current salaries $243,700 x .07 = $17,059.)
- Determination is made between the representatives as to the amount to be allocated for team performance, individual performance and goal accomplishment.

Example: Team performance	30% of $17,059	= $ 5,120
Individual performance	60% of $17,059	= $10,235
Goal accomplishment	10% of $17,059	= $ 1,707

- Team performance monies are distributed equally. (Example: $512 per team member).
- Individual performance maximums are calculated using a factor of .042% which is 60% of 7%. The factor .042 times current individual salary equals the maximum money that the individual administrator can earn for performance. (Example: Senior high principal $26,000 x .042 = $1,092 maximum.)
- A success ratio is determined after the evaluation of individual performance is completed.
- Goal accomplishment maximums are calculated using a factor of .007% which is 10% of 7%. The factor .007 times current individual salary equals the maximum money that the individual administrator can earn for the completion of stated goals. (Example: Senior high principal $26,000 x .007 = $182.)
- A completion ratio is determined after the evaluation of previously agreed upon management objectives is completed.
- The sum total of the factors — team, individual performance, and goal accomplishment — equals the earned salary increment.

Colonial Northampton Intermediate Unit

The Colonial Northampton 1920 plan contains these elements, as discussed by Executive Director H. Ronald Huber.

Step 1 — Prepare job descriptions

Who: All members of the management group. All people who will have their salary determined by the plan.

How: Each one prepares one's own, designed to completely describe the parameters of the job as presently assigned. It is reasoned that we each know our own job best and can, therefore, describe it in every detail.

Reported to Whom: The unit president reads, reviews, edits and finally approves all job descriptions in that unit.

Step 2 - Prepare standards of performance

Each part of the job description will have standards of performance written that describe, in statements that can be evaluated, how that aspect of the job description will be completed satisfactorily.

The standards of performance are consistently stated. For example, satisfactory performance in respect to supervising the business management of all intermediate unit programs and budgets will be attained when:

(a) Job responsibility has been assigned in the areas of:

Accounting	Fund Management
Budgeting	Insurance
Building Maintenance	Office Management
Child Accounting	Purchasing
Data Processing	Transportation

(b) All accounts payable budgets are computerized.

(c) A job description and standards of performance have been prepared for the appropriate business office personnel.

(d) Two minor job review conferences have been held monthly with appropriate business office personnel for the purpose of discussing and planning day-by-day work.

(e) Two major job review conferences have been held at the middle and end of the year with the appropriate business office personnel for the purpose of evaluating the extent and quality of the work done during the previous half-year.

Approval and agreement must be reached on standards of performance by the unit president and the unit member.

Step 3 - Assign weighted value

Some aspects of each job require more time, effort and greater performance than others. This condition is taken into account in the **Management Salary Plan** by weighting each major listing in the job description using 100 as the base. The major listings are the foundation for the standards of performance.

Approval and agreement must be reached on the weight distribution by the unit president and the unit member.

Step 4 - Determining total dollars

(a) Procedure

- CPI index on March 1 of each year.

- Add an amount (percent) to allow for achievement/ success.
- Compute total salaries of management group.
- Multiply the sum of (A + B) by C to arrive at the total dollars available.

(b) Example

- 5.9% (CPI for Philadelphia, revised CPI for urban wage earners and clerical workers, reported for June 1978).
- 2.6% (arbitrary amount selected for achievement/ success).
- $707,095 — total current 1978-79 salaries for 33 people covered by the plan.
- 5.9% + 2.6% = 8.5%
- 8.5% × $707,095 = $60,103 (amount to be used) determines the total amount of money for all increases.

  IT IS IMPORTANT TO REMEMBER AT THIS POINT THAT SOME FIGURES ARE EXAMPLES, USED ONLY TO HELP CLARIFY HOW THE MODEL WORKS. ACTUAL FIGURES ARE USED WHERE THEY ARE AVAILABLE.

(c) Breakdown

- Team factor - 20%
- Achievement factor - 30%
- Success factor - 50%

Step 5 - Team factor

The level on the organizational chart determines, to a noteworthy degree, the level of responsibility assigned to the position. This may vary with individual, but on the whole, the job responsibility is pegged at the level of its contribution and degree of responsibility in the overall organization.

In order to give significance to these responsibilities and degree of contribution, the team factor will have a factor assigned to it, as the following chart illustrates:

Level	Factor	Number	Total Points
V	1.0	3	3.0
IV	1.1	11	12.1
III	1.2	8	9.6
II	1.3	7	9.1
I	1.4	3	4.2
0	1.5	1	1.5
			39.5

(a) Procedure

- 20% is the team factor share of the total amount available for increases.
- Multiply 20% by the amount available (computed on preceding page).
- Divide the product found in part B by 39.5 (points in chart above).
- This amount becomes the multiplier in chart that follows to determine column D.

(b) Example

- 20% — (team factor amount)
- 20% × $60,103 (amount available) = $12,021 (actually $12,305 will be used in order to keep to even dollars)
- $12,021 ÷ 39.5 = $304.32 or $304.00

A	B	C	D	E	F
Level	**Factor**	**Multiplier**	**Team Amount**	**Number**	**Total Amount**
V	1.0	304	304	3	$ 912
IV	1.1	304	334	11	3,974
III	1.2	304	365	8	2,920
II	1.3	304	395	7	2,765
I	1.4	304	426	3	1,278
0	1.5	304	456	1	456
					$12,305

Step 6 - Achievement factor

(a) Procedure

- 30% is the achievement factor.
- Multiply 30% by the total amount of dollars available.
- In keeping with the philosophy established in the team factor, there are levels of attainment established for achievement. (The amounts for each level are arbitrarily established and can be adjusted yearly as economics demand.)
- The rating of each individual, expressed as a percent of accomplishment, is multiplied by the amount attainable at the level each one is assigned from the organizational chart.

(b) Example

.30% (achievement factor amount).

.30% × $60,103 = $18,031 (actually $18,050 will be used in order to keep to even dollars).

Level	V	$350 ×	3 =	$ 1,050
	IV	$450 ×	11 =	4,950
	III	$550 ×	8 =	4,400
	II	$650 ×	7 =	4,550
	I	$750 ×	3 =	2,250
	0	$850 ×	1 =	850
				$18,050

- For someone scoring a .93 overall score and is on Level III, the computation would be as follows:

  .93 × 550 = $511.50 or $512

- Or someone scoring an .87 and is on Level IV, the computation would be as follows:

  .87 × $450 = $391.50 or $392

Step 7 - Success factor

(a) Procedure

- 50% is the success factor.
- The remaining dollars will be used for success.
- The success factor index is computed by dividing the **total salary dollars available** by the amount for the success factor.
- Compute the amount each person can receive as a maximum by multiplying present salary by the success factor index.
- To determine the amount to be received by each member of the management group, multiply the success factor by the results of the addition of the totals received for success on all performance standards.

(b) Example

.50% (success factor amount)

.$12,305 - team amount determined on page

18,050 - achievement amount determined on page

$30,355

$60,103 - total amount available determined on page

30,355 - team/achievement amount

$29,748 - amount available for success

- $29,748 ÷ $707,095 = .0420 or 4.2%
- If an individual has a salary of $20,100 for 1978-79, the computation for success would be as follows:

  $20,100
  × 4.2%
  $844.20 or $844 (amount this person could receive as a maximum for success)

- If this same individual were to be judged 65% successful from the rating sheets that follow, then the salary increase would be computed as follows:

  $844 - maximum qualified amount
  × .65 - success rating
  $548.60 or $549 (amount of increase for success)

Step 8 - Final salary computation

(a) Procedure

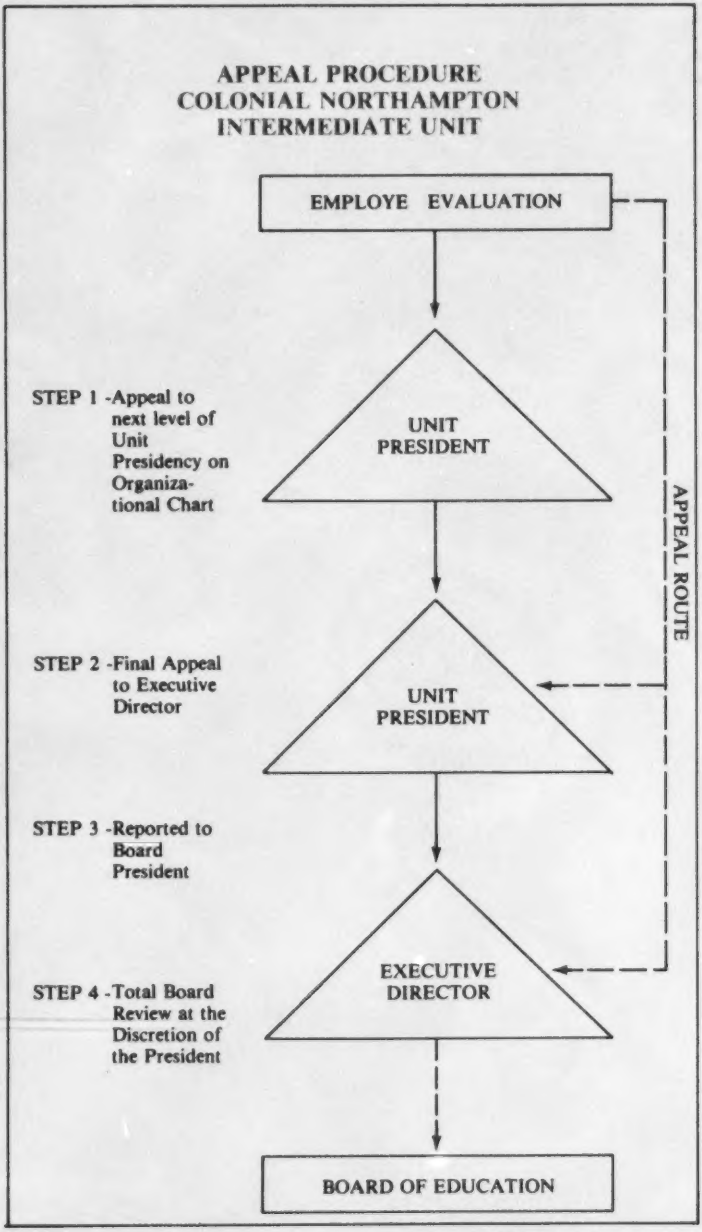
- Total the amount from steps 5, 6 and 7.
- Add the amount received to the present salary.

(b) In the example used in this text, the increase received by the individual would be as follows, assuming they are a Level IV employe:

.Step 5 - $ 426
6 - 654
7 - 840
$1,920

.$29,849 - 1978-79 salary
1,920 - increase
$31,769 - 1979-80 salary
.$29,849 ÷ 1,920 = 6.4% increase

APPEAL PROCEDURE
COLONIAL NORTHAMPTON
INTERMEDIATE UNIT


EMPLOYE EVALUATION
STEP 1 -Appeal to next level of Unit Presidency on Organizational Chart
UNIT PRESIDENT
APPEAL ROUTE
STEP 2 -Final Appeal to Executive Director
UNIT PRESIDENT
STEP 3 -Reported to Board President
EXECUTIVE DIRECTOR
STEP 4 -Total Board Review at the Discretion of the President
BOARD OF EDUCATION

Realistic Standards Needed for Equitable Compensation

PSBA began a systematic gathering of statewide school management compensation data in the seventies that included virtually all positions.

Given the preceding background in this section, it is apparent that methods of developing equitable compensation plans are imperative. It is also apparent that realistic standards must be used in measuring the equity of any compensation plan.

In the early seventies, PSBA began a systematic gathering of statewide data regarding the compensation paid to school management and to professional bargaining unit personnel. These data included *essentially all* positions statewide in each category. The same common base has been used each year to measure change for each category of persons included in these annual studies.

More recently, some effort has been made at the national level to provide somewhat similar data for school management personnel on a nationwide basis. These data, however, *do not* represent anything like *essentially all* school management positions nationwide. Thus, those who make comparisons with Pennsylvania data must recognize that the state data is for virtually all people in the categories referenced. The ERS* national data are for a somewhat restricted sample.

**Information reprinted with permission from Schedule Salaries for Professional Personnel in Public Schools, (1980-81) published by the Educational Research Service, 1801 N. Moore St., Arlington, Va. 22209. Copyright, 1981.*

National averages of compensation of school administrators

Data compiled by the Educational Research Service* provide an overview of salaries paid to administrators in a representative sampling of public school districts in the United States for the 1980-81 school year:

1. 1980-81 contract salaries for superintendents in reporting systems: average, $43,001; range, $19,500 to $120,000. Average reported for large systems (25,000 or more pupils), $53,565; range, $33,766 to $120,000.
2. Average contract salaries of superintendents increased 9.3% in 1980-81 over 1979-80.
3. Maximum scheduled salaries for assistant superintendents in reporting systems: average, $39,495; range, $21,229 to $55,754.
4. Top *scheduled maximum* 1980-81 salaries reported to ERS for school principals: elementary, $47,208; junior high/middle, $46,388; senior high, $50,065.
5. Average of maximum salaries *scheduled* for principals: elementary, $31,010; junior high/middle, $32,804; senior high, $35,369.
6. Top *scheduled maximum* salaries for assistant principals: elementary, $41,401; junior high/middle, $42,394; senior high, $45,000.
7. Average of *maximum* salaries *scheduled* for assistant principals: elementary, $26,815; junior high/middle, $28,634; senior high, $30,144.
8. Average *maximum salaries* scheduled by reporting systems for senior high principals ranged from $32,012 in the southeast to $38,688 in the far west.
9. Average of *maximum scheduled* salaries for principals in systems enrolling 25,000 or more pupils: elementary, $32,349; junior high/middle, $33,724; senior high, $36,486.
10. Average of *maximum scheduled* salaries for principals in systems enrolling between 300 and 2,499 pupils: elementary, $28,478; junior high/middle, $29,883; senior high, $30,205.

PERCENT DISTRIBUTION OF LENGTH OF WORK YEAR FOR SELECTED PROFESSIONAL PERSONNEL IN ALL REPORTING SCHOOL SYSTEMS, 1980-81
*Educational Research Service **

EXHIBIT 9

							...Principals...			...Asst. Principals....				
	Supts.	Deputy /Assoc. Supt.	Asst. Supt.	Fin. & Busin.	Instr. Serv.	Subj. Supvr.	Elem.	Jr.H./ Middle	Sr.H.	Elem.	Jr.H./ Middle	Sr.H.	Teach-ers	Coun-selors
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Less than 175 Days	—	—	—	—	—	—	.1	—	—	.3	—	—	.1	.1
175 to 179 Days	—	—	—	—	—	.4	.1	—	—	.7	.3	—	10.1	3.2
180 to 184 Days	.1	—	.1	.3	.8	3.6	1.6	1.0	.9	6.3	2.8	1.8	49.7	25.8
185 to 189 Days	—	—	—	—	.3	3.4	.9	—	—	5.6	1.7	.8	23.7	19.9
190 to 194 Days	—	—	—	—	1.6	5.2	4.8	2.4	.6	13.2	9.0	4.2	10.0	19.1
195 to 199 Days	—	—	—	.1	1.0	5.8	6.0	2.0	.7	13.2	7.4	3.6	1.9	8.1
200 to 204 Days	.4	—	.7	.6	2.9	12.1	18.6	8.8	4.6	20.4	16.7	13.4	4.5	13.3
205 to 209 Days	.2	—	.1	.3	2.2	5.4	10.9	8.2	2.9	8.2	10.2	7.1	.1	4.1
210 to 214 Days	1.0	1.5	.9	1.0	2.9	7.3	11.9	10.9	6.4	6.3	13.3	11.9	—	2.3
215 to 219 Days	1.6	1.1	2.5	1.8	4.3	5.0	7.3	8.0	4.7	4.6	6.0	6.8	—	.6
220 to 224 Days	8.9	9.1	9.4	7.9	12.6	10.3	10.3	15.7	17.0	7.6	10.3	15.0	—	1.9
225 to 229 Days	22.1	26.3	23.8	22.8	19.2	8.7	6.1	11.1	15.8	3.0	5.5	8.8	—	.3
230 to 234 Days	18.2	19.7	19.4	19.3	16.6	10.7	6.0	9.7	14.6	2.0	4.3	8.0	—	.4
235 to 239 Days	5.0	7.3	6.2	6.5	4.3	4.2	2.3	3.3	4.0	1.3	2.2	2.9	—	.2
240 to 244 Days	19.7	16.4	16.1	16.9	13.3	6.7	6.0	7.9	14.3	3.0	3.2	6.3	—	.3
245 to 249 Days	4.3	5.8	5.0	3.8	3.2	2.2	1.5	2.6	3.1	1.0	1.1	1.9	—	.3
250 to 254 Days	4.6	5.5	3.5	4.7	4.0	2.2	1.7	2.5	2.8	1.3	1.7	2.5	—	.1
255 to 259 Days	.1	—	—	—	—	—	—	.1	—	—	—	—	—	—
260 or More Days	13.9	7.3	12.3	13.9	10.9	6.7	3.8	5.7	7.6	2.3	4.2	4.8	—	.1
Total	100.1	100.0	100.0	99.9	100.1	99.9	99.9	99.9	100.0	100.3	99.9	99.8	100.1	100.1
Number of Respondents	1087	274	747	705	626	496	1036	883	988	304	744	872	1093	1021
Mean	236	235	235	236	231	218	215	222	228	206	212	219	184	191
Median	233	230	231	232	230	220	210	220	228	200	210	220	183	190
Range - Low	183	210	183	180	180	176	170	180	180	170	176	180	154	154
High	260	260	260	260	260	260	260	260	260	260	260	260	205	260

State averages of compensation of school administrators

The most recent data on salaries paid to administrators in school districts in Pennsylvania are for the 1980-81 school year and were compiled by PSBA's department of research and management services. The following information has been taken from the PSBA "10-Year Review of Average Annual Salaries," (*Information Legislative Service,* Vol. XVIII, No. 34, Aug. 22, 1980), and "A Closer Look at 1978-79 School Management Salaries," (*ILS,* Vol. XVIII, No. 34, Aug. 29, 1980). Data are also included from the PSBA "11-Year Review of Average Annual Salaries," (*ILS,* Vol. XIX, No. 37, Sept. 11, 1981), and "A Closer Look at 1980-81 School Management Salaries," (*ILS,* Vol. XIX, No. 38, Sept. 18, 1981).

Since 1970. . .

- **Administrative-supervisory** average annual salaries increased $13,424 (88.8%). (Exhibit 10 and 11)
- **Bargaining unit** average annual salaries increased $9,032 (97.6%). (Exhibit 10 and 11)
- **Chief school administrators'** average annual salaries increased $17,101 (81.5%). (Exhibit 16)
- **Secondary principals'** average annual salaries increased $13,800 (84.5%). (Exhibit 16)
- **Elementary principals'** average annual salaries increased $13,403 (86.7%). (Exhibit 16)
- **Secondary teachers'** average annual salaries increased $8,983 (96%) and **elementary teachers'** average annual salaries increased $8,769 (95.4%). (Exhibit 16)

EXHIBIT 10

DOLLAR GROWTH IN AVERAGE ANNUAL SALARIES

(1970-71 to 1980-81)

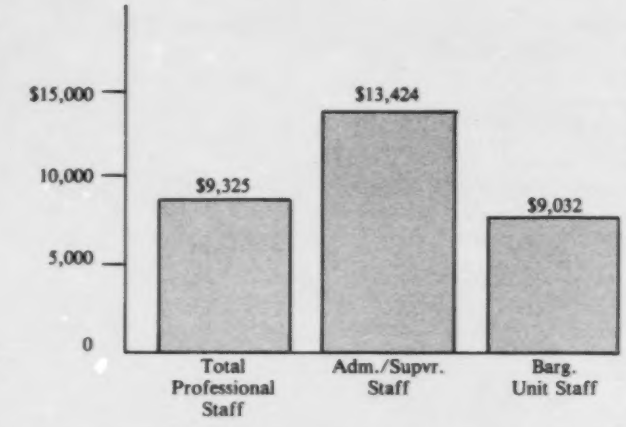
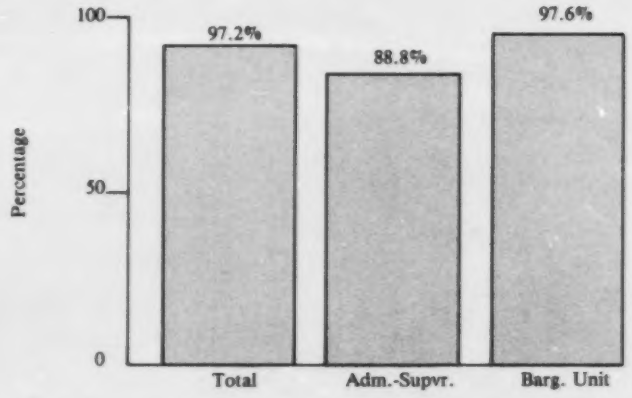


EXHIBIT 11

PERCENTAGE GROWTH IN AVERAGE ANNUAL SALARIES

(1970-71 to 1980-81)



INFORMATION LEGISLATIVE SERVICE

58

EXHIBIT 13
AVERAGE ANNUAL SALARIES
Administrative Assistant

EXHIBIT 14
AVERAGE ANNUAL SALARIES
Secondary Principal

59

EXHIBIT 15

AVERAGE ANNUAL SALARIES

Elementary Principal

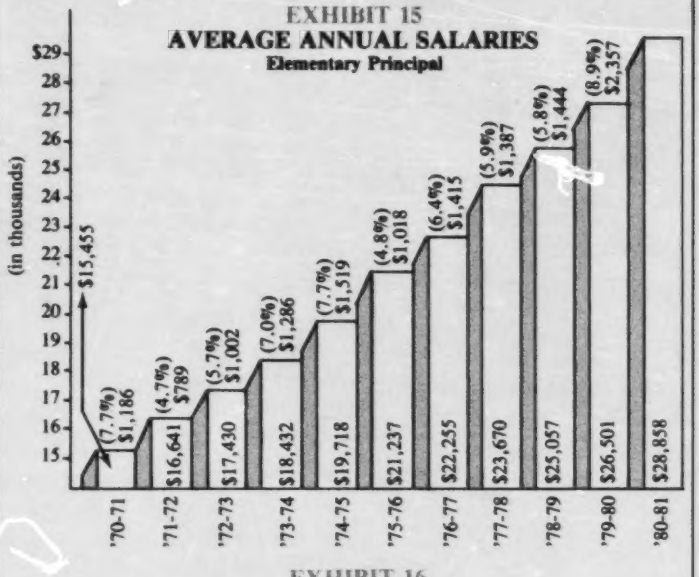


EXHIBIT 16

DOLLAR AND PERCENTAGE GROWTH OF ANNUAL SALARIES

(1970-71 to 1980-81)

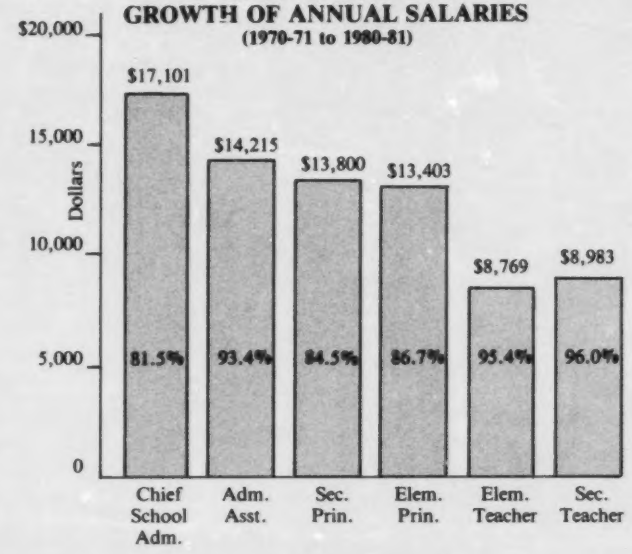


EXHIBIT 17

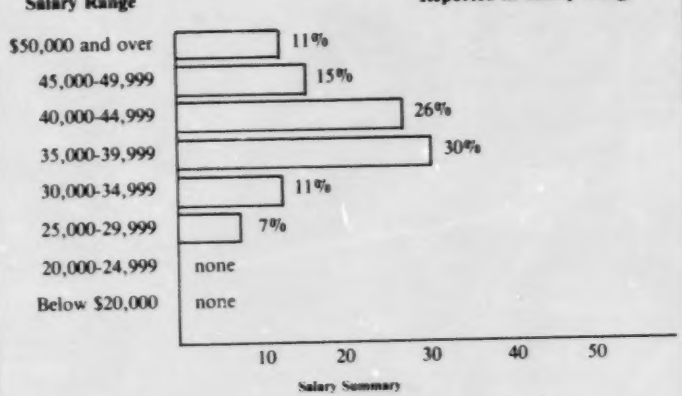
COMPARATIVE RELATIONSHIP OF SELECTED POSITIONS

AVERAGE ANNUAL SALARY

POSITION	1977-78	1978-79	1979-80	1980-81
Chief School Administrator	$31,988 (100%)	$33,724 (100%)	$35,729 (100%)	$38,092 (100%)
Administrative Assistant	24,256 (75.8)	25,667 (76.1)	27,177 (76.1%)	29,441 (77.3%)
Secondary Principal	24,837 (77.6)	26,239 (77.8)	27,919 (78.1%)	30,126 (79.1%)
Elementary Principal	23,670 (74.0)	25,057 (74.3)	26,501 (74.2%)	28,858 (75.8%)
Elementary Teacher	14,421 (45.1)	15,339 (45.5)	16,418 (46.0%)	17,959 (47.1%)
Secondary Teacher	14,649 (45.8)	15,831 (46.9)	16,888 (47.3%)	18,341 (48.1%)

EXHIBIT 18

IU Executive Director — 27 positions reported

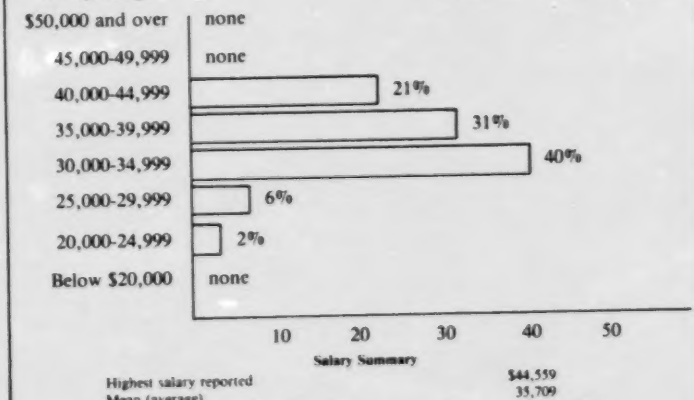


Salary Summary

Highest salary reported	$52,000
Mean (average)	41,036
Median range (middle salary reported)	40,000-40,999

EXHIBIT 19

IU Assistant Executive Director — 48 positions reported

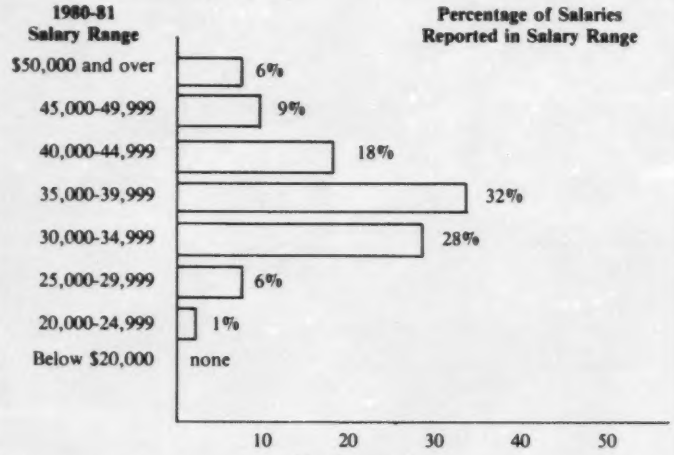


Salary Summary

Highest salary reported	$44,559
Mean (average)	35,709
Median range (middle salary reported)	35,000-35,999

EXHIBIT 20

District Superintendent — 481 positions reported

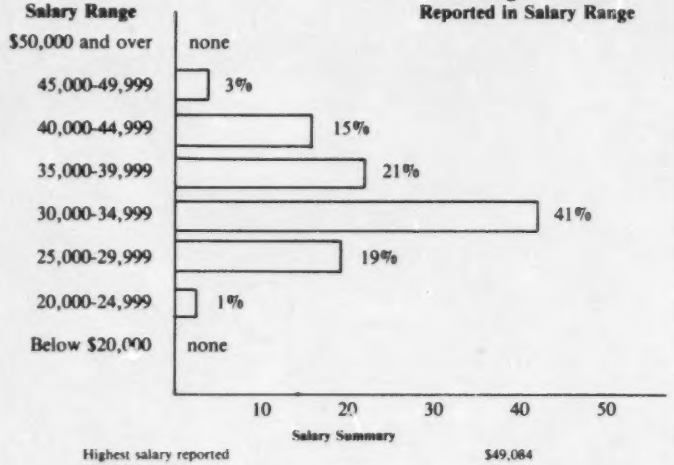


Salary Summary

Highest salary reported	$63,500
Mean (average)	38,092
Median range (middle salary reported)	37,000-37,999

EXHIBIT 21

Assistant District Superintendent — 181 positions reported

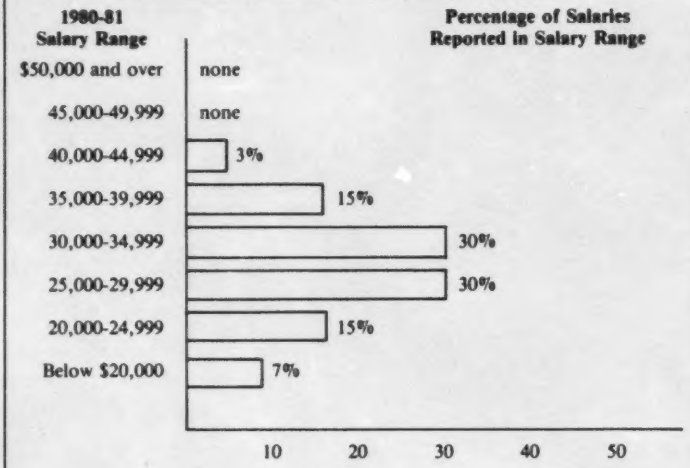


Salary Summary

Highest salary reported	$49,084
Mean (average)	34,099
Median range (middle salary reported)	33,000-33,999

EXHIBIT 22

Administrative Assistant — 260 positions reported

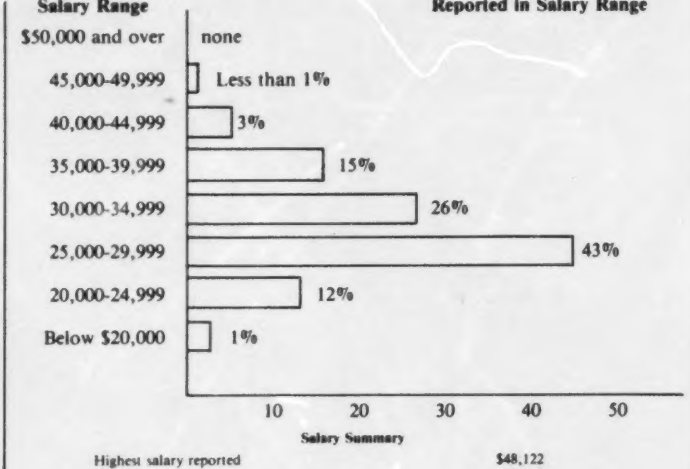


Salary Summary

Highest salary reported	$44,559
Mean (average)	29,441
Median range (middle salary reported)	29,000-29,999

EXHIBIT 23

Secondary Principal — 1034 positions reported

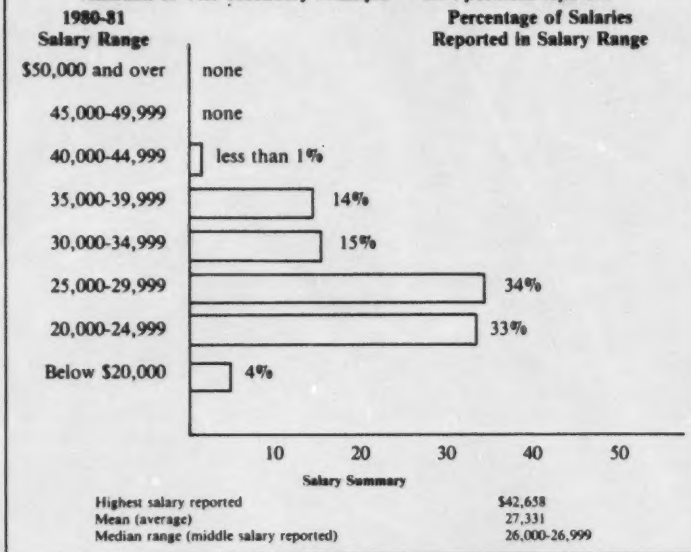


Salary Summary

Highest salary reported	$48,122
Mean (average)	30,126
Median range (middle salary reported)	29,000-29,999

EXHIBIT 24

Assistant or Vice Secondary Principal — 1094 positions reported

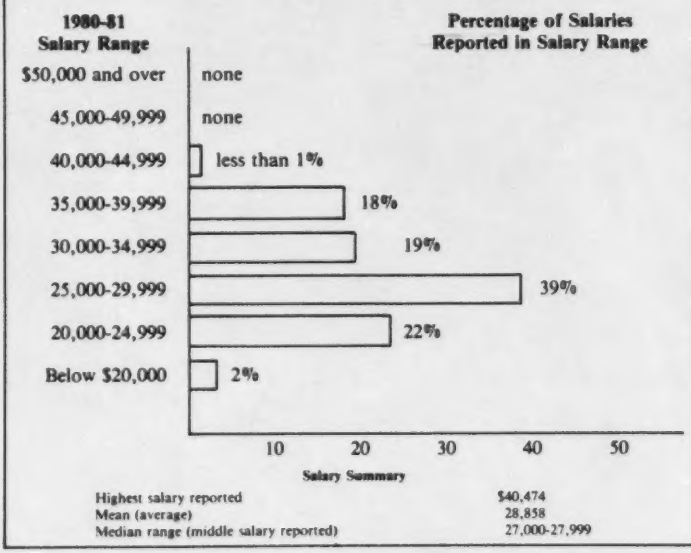


Salary Summary

Highest salary reported	$42,658
Mean (average)	27,331
Median range (middle salary reported)	26,000-26,999

EXHIBIT 25

Elementary Principal — 1587 positions reported

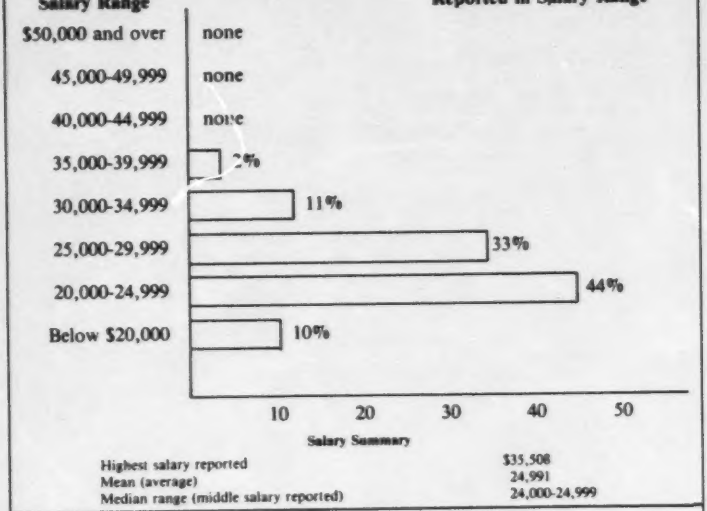


Salary Summary

Highest salary reported	$40,474
Mean (average)	28,858
Median range (middle salary reported)	27,000-27,999

EXHIBIT 26

Assistant or Vice Elementary Principal — 123 positions reported

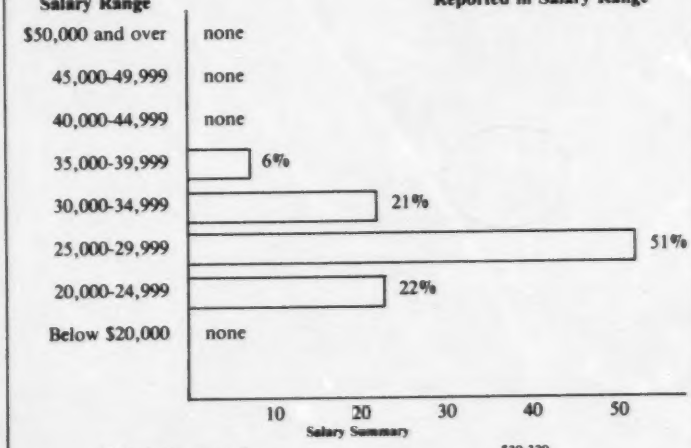


Salary Summary

Highest salary reported	$35,508
Mean (average)	24,991
Median range (middle salary reported)	24,000-24,999

EXHIBIT 27

Combined Elementary Secondary Principal — 112 positions reported

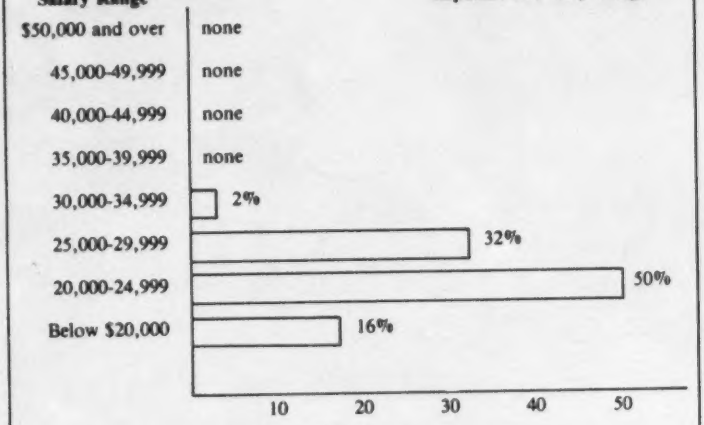


Salary Summary

Highest salary reported	$39,329
Mean (average)	28,017
Median range (middle salary reported)	27,000-27,999

EXHIBIT 28

Assistant or Vice Combined Elementary-Secondary Principal — 44 positions reported

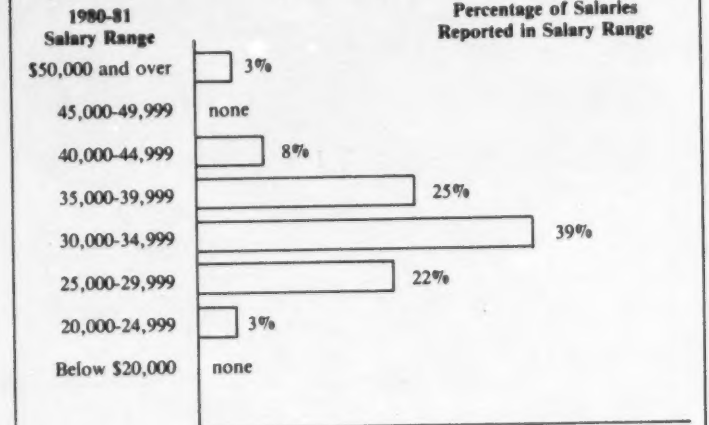


Salary Summary

Highest salary reported	$33,799
Mean (average)	23,876
Median range (middle salary reported)	24,000-24,999

EXHIBIT 29

Assistant to the Superintendent in Charge of Instruction — 36 positions reported

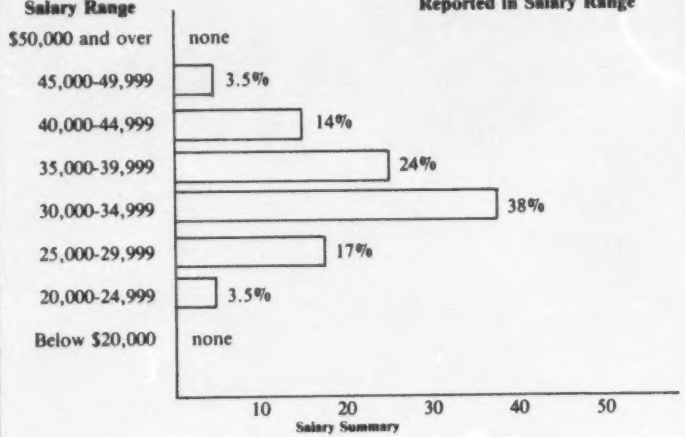


Salary Summary

Highest salary reported	$50,000
Mean (average)	33,461
Median range (middle salary reported)	33,000-33,999

EXHIBIT 30

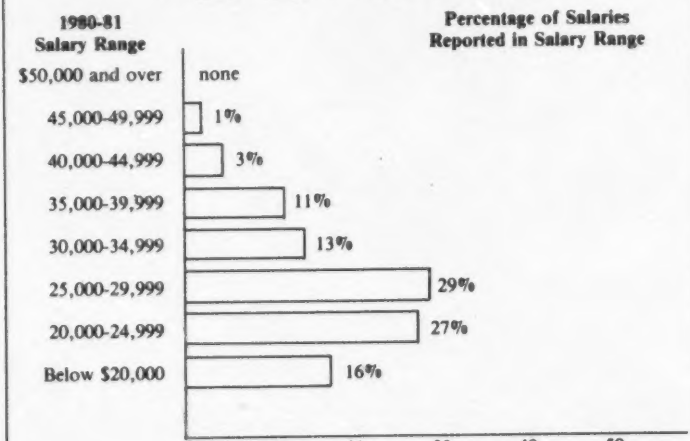
Assistant to the Superintendent in Charge of Business Affairs—29 positions reported



Highest salary reported	$46,417
Mean (average)	34,095
Median range (middle salary reported)	34,000-34,999

EXHIBIT 31

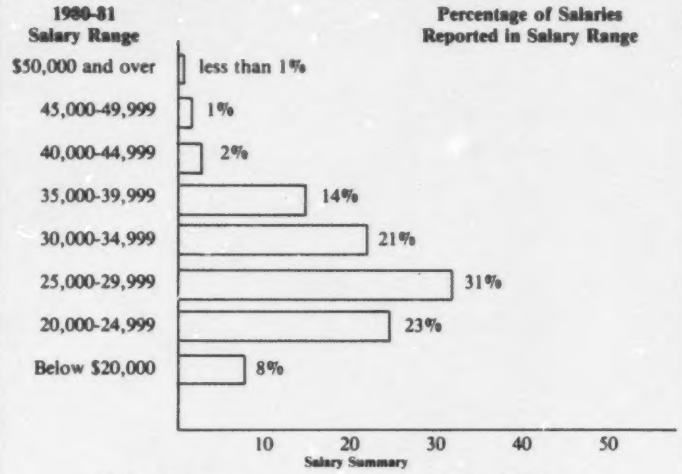
Business Manager — 106 positions reported



Highest salary reported	$46,585
Mean (average)	26,609
Median range (middle salary reported)	26,000-26,999

EXHIBIT 32

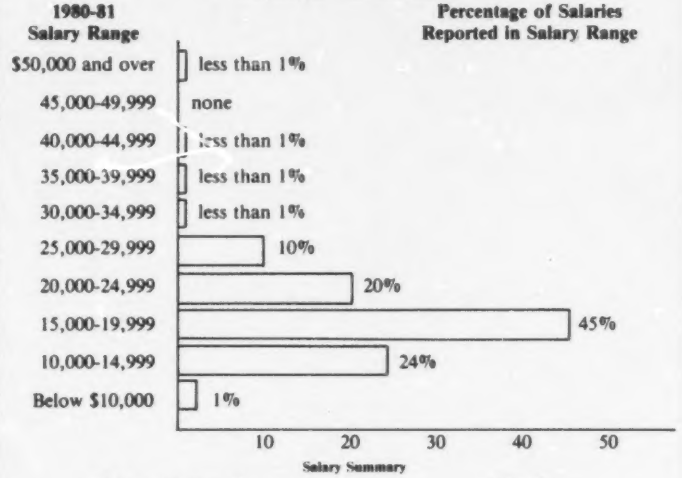
Total Administrative-Supervisory Staff — 7066 positions reported



Highest salary reported	$63,500
Mean (average)	28,538
Median range (middle salary reported)	27,000-27,999

EXHIBIT 33

Classroom Teachers and All Other Bargaining Unit Personnel
107,587 positions reported



Highest salary reported	$55,000
Mean (average)	18,283
Median range (middle salary reported)	17,000-17,999

ABOUT THE AUTHORS

Fred M. Heddinger, PSBA executive director from 1969 to 1982, has spent over three decades of service to public education at the local, state and national level. A former executive with a major corporation, his background in effective employe relations and personnel management spanned both the private and public sectors.

Joseph V. Oravitz, assumed his position as PSBA executive director in 1982. A former teacher and school administrator, he served the association as director of management services, research and inservice training. As a consultant to local boards he has directed studies and workshops in developing effective administrative evaluation and compensation plans.

Pennsylvania School Boards Association, Inc.
Pledged to the highest ideals of local lay leadership of Pennsylvania's public schools.